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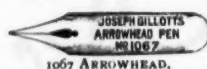


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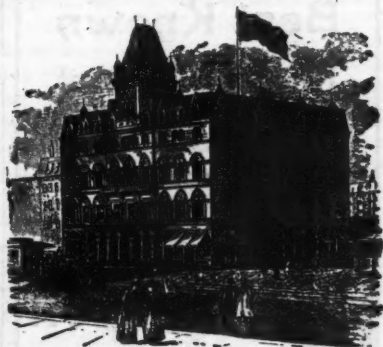
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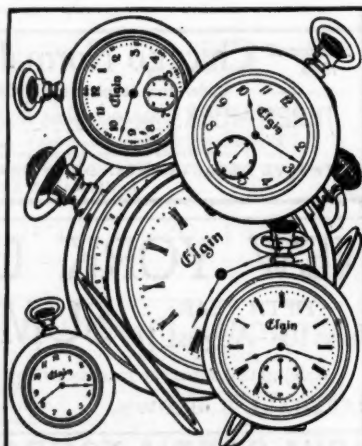
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Vol. LVIII

For the Week Ending May 27.

No. 21

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School of Psychology Lectures.

The School of Psychology held April 3-8, under the auspices of the Kindergarten College, called to Chicago five of the greatest psychologists of the country. The list of lecturers included Dr. William T. Harris. Dr. G. Stanley Hall, Dr. Hugo Muensterberg and Dr. John Dewey. The meetings were conducted by Prof. Denton J. Snider. The audiences were large and enthusiastic; superintendents were present from Wisconsin, Indiana, Ohio, Minnesota, Colorado and all parts of Illinois. Abstracts of four of the lectures are given below:

Play and Imagination in Early Education.

The principal points brought out in Dr. John Dewey's paper, read at the School of Psychology, were as follows: (1) Play must be spontaneous. It must grow out of the instincts of the child and not be imposed upon him from above.

(2) Plays are serious. The child puts thought into them. They are more than a mere imitation of his environment. In them he is earnestly endeavoring to comprehend the great life about him. When he builds a city of sand he is trying to fathom the problems of civic architecture and civic life.

(3) Play must conduce to growth of constructive imagination. Some children in Dr. Dewey's school took four soap boxes and made them into a four-room house which they worked over for nearly a year—papering, carpeting, and making furniture. In so doing they gained a knowledge of the complete construction of a house, besides learning something about colors and textiles. They got vastly more from it than they could have gotten from mere "make-believe" play.

(4) The imagination should not be stimulated unless the child has some outlet thru creative activity. Some people come to crave stimulation of the imagination as the drunkard craves his dram. Only the creative, constructive imagination is healthy.

Pleasure and Pain.

This is what Dr. G. Stanley Hall has to say about the education of the heart:

We are poised between opposite poles of pleasure and pain. Too much pleasure dulls our powers, too much pain prevents their development. The danger to-day is that we shall not appreciate the pedagogical value of pain. Many children are too carefully guarded. They are not allowed to fight, or even to read stories that contain bloodshed. They never know what the rod feels like. They get the pleasure which for children is like sunshine, but not having the pain, which is like rain, they fail to grow normally.

The soul of a young person ought to be poised between the extremes of self-complacency and self-contempt; or between virtue and holiness on one side, and sin on the other. We have got too far away from the old-fashioned conviction of sin. Conscience should be straightened in us, should be made active but not morbid.

Rhythm is one of the largest factors in the education of the emotions. Some people are erratic, unrestful, lacking in that poise which is the mark of the gentlewoman or gentleman, because their rhythms are too rapid and uneven. Others are heavy, lethargic, unreliable, because they move too slowly in their orbits. Rhythm has always been the chief factor in war, love, and religion. Neale was right when he said the early Christianity sang,

marched, and danced its way in conquest over Europe. Modern education has got to learn the lesson of the importance of the song and dance.

The Education of the Heart.

In his closing lecture at the school of psychology, held in the Chicago kindergarten college, Dr. W. T. Harris spoke on the topic of educating the feelings and the emotions thru the intellect and will. Certainly no subject is more in need of clear-headed scrutiny; none about which more vague theories have been propounded.

Over and over again we have heard good people say, "Educate the heart, educate the heart." How? We educate the intellect by using it. Shall we also educate the heart by using it?

That would be the way if all people had good hearts. But *heart*, as we understand the term, begins simply with a stock of inherited proclivities and propensities. These constitute the child's heart. Some are good, others bad. Educate the heart by exercising it, and you will simply strengthen inherited tendencies. This will produce a picturesque but not a moral result.

The problem of educating the heart is really far from being simple. It will best be solved by regarding the heart as the undeveloped mind, which comes to grow in two directions, on the one hand toward the intellect, on the other hand toward the will. The heart is like the acorn which sends down a root and sends upward a stalk. Or, to put it otherwise, the heart is polarized into intellect and will. The ideal way to train the emotions is thru training the intellect and will.

A boy comes to our school and gets into a fight. That is human nature. That is heart. Most people want to give others as good as they send. Why not?

Of course it is clear to the teacher, why not? The child must not be allowed to develop into the sort of man that goes about the world with a chip on his shoulder. By influence of authority and penalty the teacher leads the pupil to control his tendency to fight. The boy forms a habit of not fighting.

Yet this is not enough. If the boy has not been intellectually convinced that fighting is wrong, the habit is one he will lose when the restraints of school have been shaken off. In the long run people act upon their beliefs. The child must be made to see the evils that come out of habits of pugnacity. He must be taught the doctrine of the dependence of the individual upon the social whole. Not by mere moralizing but by the example of teacher and classmates he must be made to see the importance of self-control and self-sacrifice. He must learn the golden rule. His new habit must be approved by his intellect.

The important thing to see to is that the habits established by the will with the consent of the intellect become spontaneous. This is regeneration. Once the pupil obeyed only from external authority; then he obeyed from partial conviction, but still with a feeling of constraint; now he obeys from full conviction. He has mastered the art of living. He is free.

The duty of the school is plain. It should insist first upon the right practice. It is an institution. It cannot exist except upon condition that the children co-operate both with each other and with the teacher. There must be order. The community of the school cannot exist if the pupils exercise their evil propensities without restraint. Even corporal punishment is to be permitted as

a last result. The schools have rightly discarded it for more progressive methods of discipline, but there are occasional cases in which it can properly be applied. At all costs correct discipline must be maintained.

Yet correct instruction is no less important, the second in order of time. The good school will be constantly working upon the pupil's intellect in order to bring him into accord with the higher purposes of the school to which he belongs.

Freedom in Education.

(Condensed from a paper by Prof. Denton J. Snider.)

Somebody has said that history shows the movement of the race into a deepening consciousness of freedom. Again it has been said that education is a movement in the direction of freedom. What is freedom?

It is of three sorts: (1) There is physical freedom, the basis of all others. The organism must be healthy, must be under control. The athlete with his well-trained body and his ability to take care of himself is freer than untrained men. His will has enabled him to overcome some of the limitations put upon him by matter.

(2) There is the freedom of caprice. To a certain extent we can do what we want to do. The child defies authority or established order and does just what he pleases. Sometimes he is punished, sometimes not. It may even be a part of his education to let him have his own way. Experience will in the end teach him how far he can follow his caprice without meeting with serious injury. It is generally better that he be trained in the direction of something higher than doing as he likes to do.

(3) The highest form of freedom may be called intellectual freedom. This means, not the pleasure of one but the profit of many. It means recognition of law, of the inter-dependence of men upon one another. It makes of man an ethical being. It is for this the child goes to school—that he may be free in the social sense.

The danger of the kindergarten, in Prof. Snider's opinion is that of lapsing into individualism. The child is too often considered by himself and not as one of a number. There is a distinct looking back to the ideas of Rousseau as opposed to those of Froebel. It is their social value that ought to keep the kindergarten close to the Gifts and Occupations of Froebel.

Baa, Baa, Black Sheep.

By RUDYARD KIPLING.

The Third Bag.

"I wonder what will happen to me now," thought Black Sheep, when the semi-pagan rites, peculiar to the burial of the dead in middle class houses, had been accomplished, and Aunt Rosa, awful in black crepe, had returned to this life.

"I don't think I've done anything bad that she knows of. I suppose I will soon. She will be very cross after Uncle Harry's dying, and Harry will be cross, too. I'll keep in the nursery."

Unfortunately for Punch's plans, it was decided that he should be sent to a day school which Harry attended. This meant a morning walk with Harry, and perhaps an evening one; but the prospect of freedom in the interval was refreshing. "Harry'll tell everything I do, but I won't do anything," said Black Sheep. Fortified with this virtuous resolution, he went to school only to find that Harry's version of his character had preceded him, and that life was a burden in consequence. He took stock of his associates. Some of them were unclean, some of them talked in dialect, many dropped their h's and there were two Jews and a negro, or some one quite as dark, in the assembly. "That's a hushbi," said Black Sheep to himself. "Even Meeta used to laugh at a hushbi. I don't think this is a proper place." He was indignant for at least an hour, till he reflected that any expostulation on his part would be by Aunt Rosa construed into "showing off," and that Harry would tell the boys.

"How do you like school?" said Aunt Rosa, at the end of the day.

"I think it is a very nice place," said Punch quietly.

"I suppose you warned the boys of Black Sheep's character?" said Aunt Rosa to Harry.

"Oh, yes," said the censor of Black Sheep's morals.

"They all know about him."

"If I was with my father," said Black Sheep, stung to the quick, "I shouldn't speak to those boys. He wouldn't let me. They live in shops. I saw them go into shops, where their fathers live and sell things."

"You're too good for that school, are you?" said Aunt Rosa, with a bitter smile. "You ought to be grateful, Black Sheep, that those boys speak to you at all. It isn't every school that takes little liars."

Harry did not fail to make much capital out of Black Sheep's ill-considered remark, with the result that several boys, including the hushbi, demonstrated to Black Sheep the eternal equality of the human race by smacking his head, and his consolation from Aunt Rosa was that it "served him right for being vain." He learned, however, to keep his opinions to himself, and by propitiating Harry in carrying books and the like to secure a little peace. His existence was not too joyful. From nine till twelve he was at school, and from two to four, except on Saturdays. In the evening he was sent down into the nursery to prepare his lessons for the next day, and every night came the dreaded cross-questionings at Harry's hand. Of Judy he saw but little. She was deeply religious—at six years of age religion is easy to come by—and sorely divided between her natural love for Black Sheep and her love for Aunt Rosa, who could do no wrong.

The lean woman returned that love with interest, and Judy, when she dared, took advantage of this for the remission of Black Sheep's penalties. Failures in lessons at school were punished at home by a week without reading other than school books, and Harry brought the news of such a failure with glee. Further, Black Sheep was then bound to repeat his lessons at bed-time to Harry, who generally succeeded in making him break down, and consoled him by gloomiest forebodings for the morrow. Harry was at once spy, practical joker, inquisitor, and Aunt Rosa's deputy executioner. He filled his many posts to admiration. From his actions, now that Uncle Harry was dead, there was no appeal. Black Sheep had not been permitted to keep any self-respect at school; at home he was of course utterly discredited, and grateful for any pity that the servant girls—they changed frequently at Downe Lodge because they, too, were liars—might show. "You're fit to row in the same boat with Black Sheep," was a sentiment that each new Jane or Eliza might expect to hear, before a month was over, from Aunt Rosa's lips; and Black Sheep was used to ask new girls whether they had yet been compared to him. Harry was "Master Harry" in their mouths; Judy was officially "Miss Judy;" but Black Sheep was never anything more than Black Sheep *tout court*.

As time went on and the memory of papa and mamma became wholly overlaid by the unpleasant task of writing them letters, under Aunt Rosa's eye, each Sunday, Black Sheep forgot what manner of life he had led in the beginning of things. Even Judy's appeals to "try and remember about Bombay" failed to quicken him.

"I can't remember," he said. "I know I used to give orders and mamma kissed me."

"Aunt Rosa will kiss you if you are good," pleaded Judy.

"Ugh! I don't want to be kissed by Aunt Rosa. She'd say I was doing it to get something to eat."

The weeks lengthened into months, and the holidays came; but just before the holidays Black Sheep fell into deadly sin.

Among the many boys whom Harry had incited to "punch Black Sheep's head because he daren't hit back," was one more aggravating than the rest, who, in an unlucky moment, fell upon Black Sheep when Harry was not near. The blows stung, and Black Sheep struck

back at random with all the power at his command. The boy dropped and whimpered. Black Sheep was astounded at his own act, but, feeling the unresisting body under him, shook it with both his hands in blind fury, and then began to throttle his enemy, meaning honestly to slay him. There was a scuffle, and Black Sheep was torn off the body by Harry and some colleagues, and cuffed home, tingling but exultant. Aunt Rosa was out; pending her arrival, Harry set himself to lecture Black Sheep on the sin of murder, which he described as the offense of Cain.

"Why didn't you fight him fair? What did you hit him when he was down for, you little cur?"

Black Sheep looked up at Harry's throat, and then at a knife on the dinner-table.

"I don't understand," he said, wearily. "You always set him on me, and told me I was a coward when I blubbered. Will you leave me alone till Aunt Rosa comes in. She'll beat me if you tell her I ought to be beaten; so it's all right."

"It's all wrong," said Harry, magisterially. "You nearly killed him, and I shouldn't wonder if he dies."

"Will he die?" asked Black Sheep.

"I dare say," said Harry, "and then you'll be hanged."

"All right," said Black Sheep, possessing himself of the table-knife. "Then I'll kill you now. You say things and do things, and . . . and I don't know how things happen, and you never leave me alone—and I don't care what happens."

He ran at the boy with the knife and Harry fled upstairs to his room, promising Black Sheep the finest thrashing in the world when Aunt Rosa returned. Black Sheep sat at the bottom of the stairs, the table-knife in his hand, and wept for that he had not killed Harry. The servant-girl came up from the kitchen, took the knife away, and consoled him. But Black Sheep was beyond consolation. He would be badly beaten by Aunt Rosa; then there would be another beating at Harry's hands; then Judy would not be allowed to speak to him; then the tale would be told at school, and then. . .

There was no one to help and no one to care, and the best way out of the business was by death. A knife would hurt; but Aunt Rosa had told him, a year ago, that if he sucked paint he would die. He went into the nursery, unearthed the now unused Noah's Ark, and sucked the paint of as many animals as remained. It tasted abominably, but he had licked Noah's dove clean by the time Aunt Rosa and Judy returned. He went upstairs and greeted them with: "Please, Aunt Rosa, I believe I've nearly killed a boy at school, and I've tried to kill Harry, and when you've done all about God and hell, will you beat me and get it over?"

The tale of the assault as told by Harry could only be explained on the ground of possession by the devil. Wherefore Black Sheep was not only most excellently beaten, once by Aunt Rosa, and once, when thoroughly cowed down, by Harry, he was further prayed for at family prayers, together with Jane, who had stolen a cold *rissole* from the pantry and snuffled audibly as her enormity was brought before the Throne of Grace. Black Sheep was sore and stiff but triumphant. He would die that very night and be rid of them all. No, he would ask no forgiveness from Harry, and at bed-time would stand no questioning at Harry's hands, even tho addressed as "Young Cain."

"I've been beaten," said he, "and I've done other things. I don't care what I do. If you speak to me to-night, Harry, I'll get out and try to kill you. Now, you can kill me if you like."

Harry took his bed into the spare room, and Black Sheep lay down to die.

It may be that the makers of Noah's arks know that their animals are likely to find their way into young mouths and paint them accordingly. Certain it is that the common, weary next morning broke thru the windows and found Black Sheep quite well and a good deal ashamed of himself, but richer by the knowledge that

he could, in extremity secure himself against Harry for the future.

When he descended to breakfast on the first day of the holidays, he was greeted with the news that Harry, Aunt Rosa, and Judy were going away to Brighton, while Black Sheep was to stay in the house with the servant. His latter outbreak suited Aunt Rosa's plans admirably. It gave her good excuse for leaving the extra boy behind. Papa in Bombay, who really seemed to know a young sinner's wants to the hour, sent, that week, a package of new books. And with these, and the society of Jane on board-wages, Black Sheep was left alone for a month.

The books lasted for ten days. They were eaten too quickly in long gulps of four-and-twenty hours at a time. Then came days of doing absolutely nothing, of dreaming dreams and marching imaginary armies up and down stairs, of counting the number of banisters, and of measuring the length and breadth of every room in hand-spans fifty down the side, thirty across, and fifty back again. Jane made many friends, and, after receiving Black Sheep's assurance that he would not tell of her absences, went out daily for long hours. Black Sheep would follow the rays of the sinking sun from the kitchen to the dining-room, and thence upward to his own bedroom, until all was gray-dark, and he ran down to the kitchen fire to read by its light. He was happy in that he was left alone and could read as much as he pleased. But, later, he grew afraid of the shadows of window-curtains and the flapping of doors and the creaking of shutters. He went out into the garden, and the rustling of the laurel bushes frightened him.

He was glad when they all returned—Aunt Rosa, Harry and Judy—full of news, and Judy laden with gifts. Who could help loving loyal little Judy. In return for all her merry babblement, Black Sheep confided to her that the distance from the hall door to the top of the first landing was exactly one hundred and eighty-four hand spans. He had found it out himself.

Then the old life re-commenced; but with a difference and a new sin. To his other iniquities Black Sheep had now added a phenomenal clumsiness—was as unfit to trust in action as he was in word. He himself could not account for spilling everything he touched, upsetting glasses as he put his hand out, and bumping his head against doors that were manifestly shut. There was a gray haze upon all his world, and it narrowed month by month, until at last it left Black Sheep almost alone with the flapping curtains that were so like ghosts, and the nameless terrors of broad daylight that were only coats on pegs after all.

Holidays came and holidays went, and Black Sheep was taken to see many people whose faces were all exactly alike; was beaten when occasion demanded, and tortured by Harry on all possible occasions; but defended by Judy thru good and evil report, tho she thereby drew upon herself the wrath of Aunt Rosa.

The weeks were interminable, and papa and mamma were clean forgotten. Harry had left school and was a clerk in a banking-office. Freed from his presence, Black Sheep was resolved that he should no longer be deprived of his allowance of pleasure-reading. Consequently when he failed at school he reported that all was well, and conceived a large contempt for Aunt Rosa as he saw how easy it was to deceive her. "She says I am a little liar when I don't tell lies, and now I do, she doesn't know," thought Black Sheep. Aunt Rosa had credited him in the past with petty cunning and stratagem that had never entered into his head. By the light of the sordid knowledge that she had revealed to him, he paid her back full tale. In a household where the most innocent of his motives—his natural yearning for a little affection—had been interpreted into a desire for more bread and jam, or to ingratiate himself with stratagem and so put Harry into the background, his work was easy. Aunt Rosa could penetrate certain kinds of hypocrisy, but not all. He set his child's wits against hers and was no more beaten.

(To be concluded either next week or the week following.)

Educational Thought in Current Periodicals.

Superintendent and One-Man Power.

There has been a growing tendency during the last few years to place responsibility for public work in all departments of municipal government. This tendency as applied to school administration, is discussed by Supt. Aaron Gove, of Denver, in an article on "The Rise of the Superintendent," in *Education* for May. He says that the chief obstacle to progress is and ever will be, the compulsory relinquishing of petty executive power which is a mistaken function of any controlling board of education. He continues:

"The possession of power is usually accompanied by the unwillingness on the part of the individual to participate in any measure that will detract from personal influence. In seeking for efficient school administration, and with the belief that personal responsibility is the factor to be considered, the disposition to place absolute authority in the hands of the superintendent is threatening and harmful. The people of our country are still democrats to the extent that personal liberty and independent action without appearance of despotic dictation is demanded; and so when the proposition is made to place unlimited authority in the hands of one man as superintendent of schools, suspicions arise and opposition obtains from the very nature of the proposed reform.

"Up to the present it has seemed exceedingly difficult if not impossible, for a board of education, either as a whole or as individuals, to refrain from participating in the executive work of the superintendent. When it is remembered that in the appointment of teachers, in transfers, in the adjustments of salaries by grade, in the thousand details whereby the happiness or misery of the pupil is temporarily affected, for a member of the board of education to refrain from participating in acting thereon, is frequently an act of self-denial bordering on heroism. Such conduct cannot be true of all boards or of all individual members of boards, but it is quite customary enough to be noticeable.

"The few cities that have a board of education that has confined its action to legislation—and there are several in the country—have pursued an unembarrassed and successful career year after year, increasing in efficiency and growing in number from the beginning; while those cities that have been subjected to individual interference by members of boards of control are still floundering in the sea of uncertainty and discouragement, with only that success which has been obtained by the selection of a few hundred competent teachers and principals, who are too able and too strong to be thwarted in proper efforts by the whirl of disturbed atmosphere amongst their superiors.

"The outcome is sure to bring a modified conduct of schools and a greater personal responsibility with the superintendent; but never permanently so personal as to make him absolute. A superintendent ought never to have power of selecting and appointing teachers; that position supposes an infallibility in judgment that belongs to no one man. The board of education should make provision for the examining and certifying of competent material for the various departments in the schools; such certificates to issue from other authority than the superintendent alone; lists of that material properly accredited and placed in the superintendent's hands, furnish him with competent instruments for accomplishing his work without embarrassing him with the suspicion of the public that his appointments are partial; and at the same time with ample assurance of the competency of the appointee except along the lines where only actual work in the school-room can determine."

The last installment of Dr. Mowry's story of the "Ancient School Fad." How it was Burlesqued out of the School-room" will be published in these pages next week.

Futility of Modern Teaching.

In treating of the futility of so much modern teaching, W. K. Hill in a recent number of the *Contemporary Review* calls attention to the great disproportion between the time and labor spent in teaching and the resultant education. Why, is it, he suggests, that after eight or ten years' learning of French and English, are so many children unable to hold five minutes' conversation in the former, or deliver extempore a dozen well-knit and thoughtful sentences in the latter language, and that their own mother tongue?

It is the belief of the author that the answer to this question lies in the fact that so much modern teaching is mechanical and soulless. "So many teachers are mechanics when they ought to be artists." Many teachers, he admits, are far forward on the road to the ideal; but they, in such an inquiry as this, are out of the question. It is to the great body called the average that the ideal is a feeble light, glimmering on the far distant horizon of the intellect, not yet perceived, much less attained. And the general work of this great mass is so largely futile, because it has become a mechanical and soulless routine. Unlimited time and money, ceaseless labor and vast learning are devoted to the skilful manipulation of the instruments of education—history, science, language, music, and the fine arts—accompanied by a most astonishing forgetfulness of the object for which these instruments are wielded—the culture of mind.

"It is as if the ancient Greeks, sitting down to carve those lovely embodiments of the beautiful which are now the world's eternal heritage, should have become hopelessly absorbed in the grace and dexterity with which they poised and moved the graving tool and entirely forgotten that the movements must be so guided as to result in the production of an Apollo or a Venus. But whereas, in this case, the folly of such absorption would have been at once apparent in a shapeless and hideous mass of marble the human mind comes into life with inborn capacities and divine beauty, which no amount of false culture can wholly stifle or disfigure. Nor does the spiritual ugliness of a senior wrangler, who cannot add one original monograph to the treasures of the Royal Society, or a senior classic who, drilled in the quantities of every Latin meter and conversant with the roots of every Homeric verb, cannot for the life of him turn out a single couplet of true poetry in his native English, appeal to the human mind with the crude and forcible logic of the shapeless stone."

Studies Children Enjoy.

The scheme for statistical child-study of which we have been making so much in this country are beginning to be applied in France. A writer in the *Revue Pédagogique* for April tells about statistics recently gathered in Lyons regarding the most popular study. The investigation was conducted by the rector of the Academy in Lyons, M. Compayré, who is an enthusiastic student of American educational methods.

Somewhat over eight hundred children from the ten upper classes of the elementary schools told what their favorite study was and wrote down the reasons. The canvass resulted as follows: Ethics, 210; History, 187; Arithmetic, 155; Geography, 145; French, 121.

It is interesting to note that ethics, the great bone of contention in the French school system, heads the list. Whatever may be the theoretical objections to the spirit of French moral instruction—they were referred to in THE SCHOOL JOURNAL of March 25—it is evident that the instruction is not, from the pupils' point of view, a failure. The reasons given by the children for preferring ethics are naïve and interesting. Several of them like it because it puts them on their guard against alcoholism. "I like ethics," says one child of twelve, "because it

teaches me to be a model, a virtuous young person who will be a credit to her family and will become a mother capable of teaching her children justice, economy, honest work, and many other good things. Without the good moral lessons we receive France, now prosperous, would fall into anarchy."

Another pupil writes: "Often our ethics gets us out of embarrassing situations. Perhaps we wish to give an alms to some one. We are doubtful whether the gift is right or wrong. Ethics teaches us when it is right to give."

These answers, and many others similar to them, may appear to the Anglo-Saxon to smack a little of priggishness. Yet of their general sincerity M. Compary^e is quite convinced. He is greatly surprised to find that French stands so low in the pupils' esteem. The dry manner in which it is taught, with so much of insistence upon verbal minutiae is probably responsible. He might further add that the composition in any language is an exceedingly difficult art.



Directed Sport a Factor in Education.

In treating of the value of directed sport as a factor in education Mr. Francis H. Tabor writes from wide experience in the *May Forum*. He was for several years at the head of a large boys' club in London and is at the present time manager of a most successful organization of a similar character on the east side of New York city. Probably few men understand the characteristics of the normal and abnormal more thoroly than Mr. Tabor, so that his opinion on the subject of sport is most interesting.

"No teacher," says Mr. Tabor, "who meets his pupils in his official capacity in the class-room only will pretend that he can ever really know or influence the actual character of those committed to his charge. He may inculcate a love of learning or a taste for things beautiful, in the minds of the few; but his influence is limited to precept which proverbially and actually is less potent than example.

"To leave boys to work out their own salvation during play hours," continues the writer, "is to undo much of the good work accomplished during school hours. On the other hand, to make the play hours as dully disciplined as school hours is to kill all brightness and individuality.

"But the game must be regulated, if its full benefits are to be reaped. Unselfishness must be practiced at every turn; the strong must help the weak; and the weak must be aroused that they may not be a drag upon the strong. The team that represents a school must be chosen purely on the merits of its members, those selected being as jealous of their honorable distinction as the rejected are glad to stand aside for the honor of their common cause. The less attractive and more tedious positions in the field must be conscientiously filled without a murmur; the pride of success, felt without conceit. As the credit of the school demands the best effort of every individual, there must be patient practice and steady perseverance. If wrangling and ill-feeling are to be averted, and unquestioning obedience to lawfully chosen authority is to become part of a boy's nature, respect must be shown to the referee, even when his decisions seem palpably unfair. Acting thus, command will be gained of the temper; and the exaggeration of trifles will appear in its true garb of foolishness.

"Abstemious living and healthy habits come as the natural results of an overwhelming interest and of a whole-souled desire to excel. Manliness, energy, courage, endurance, all follow,—not because they are said to be good, but because they are seen to be good, and felt to be absolutely essential to the attainment of an object that is all in all to the boy.

"Finally, patriotism of the best kind grows as naturally as the other virtues. He who will gladly make any sacrifice for the good of his school, who will efface himself for the benefit of his side, and will bestow every energy

he possesses for the honor of his cause and the glory of his ideal, will instinctively extend his feelings from the area of the playground to the wider limits of state or country; and, in the unselfish love thus begotten, reciprocity arises, and the country better appreciates its heroes, and casts around them the bonds of *noblesse oblige*, which, perhaps, bind more strongly than any other earthly sentiment.

"All these things are possible where the playing-field is at once a garden of delight and an unwall'd school-room; but they are possible only where the teacher not only seeks to allure, but himself leads the way. So only will the teacher know his boys, understand their characters, help each where he is weakest, and educate all in that which alone is worth striving for. True, from a man he must become a boy, and from an autocrat, if need be, the servant of all; but, in the real influence that he will exert, and in the loyal love that will place him higher in his pupils' estimation than any platform, he will realize something of what was taught when it was said, that in the Kingdom of Heaven the last shall be first and the first last."



The Hygiene of School Work.

Dr. M. V. O'Shea says, in the *May Kindergarten Review*, that one who reads much of present day writings upon the hygienic character of education in the elementary school cannot avoid being oppressed at the awful picture presented. Complaints are made that the physical, and so the mental and moral, balance of our children is disturbed by the demands upon the nervous energies in the classroom. As a result, many people are coming to feel that a child should not enter school before the age of eight or nine and then should not apply himself to study for more than an hour or two a day. He continues:

"There is danger of our losing sight of the fact that during waking life a child must be incessantly active mentally as well as physically. Nature has wisely provided the child with instincts which lead him to seek with the most ardent endeavor after the stimuli which are adapted to awaken and nourish the brain in all its various areas; and if he is not in school at five, or six, or seven, he will at any rate be mentally active, wherever he is. When we regard school work as simply presenting stimuli to the child in systematized form, and in quality and quantity suited to his needs, we can see why it should, instead of overtaxing the individual, be of the very greatest worth in his development. Psychologists would probably agree that the best conditions for mental growth require continual presentation of new stimuli; when any particular activity is continued for too long a time without modification it leads to arrest, and it is probable that the growth of children is oft-times retarded in their early years because of a want of systematized educative agencies in the home.

"It is of primary importance that the studies offered to the child at various stages in his development should appeal to his predominant interests; which means, physiologically, that when different brain areas are developing, the appropriate food for their nourishment should be presented. It is probable that if we were to consult more fully the interests of the child in determining the order in which we should present our studies to him, we should be more likely to meet the requirements of his developing organization. In all likelihood there would be little danger of our overtaxing the child in school if we could employ from the first to the last studies in which he was profoundly interested.

"It is probable that the most unhygienic effects of education are due to the conditions of constraint imposed upon the child by imperfect environments, which require him to sit in his seat several hours a day and apply himself in a concentrated way to book study. Physiologists say that there are evidences derivable from a study of the child's organism which declare that he is not adapted for much application to book study at five or six. For instance, he is long sighted at this age; and, if required

to examine too continuously and critically the forms of print, he not only entails loss of energy in the endeavor to produce normal vision, but he is apt to develop some difficulty in the visual organ. There seems to be universal agreement among scientists that the order of development in childhood is from large, coarse, inco-ordinated activities to those which involve increasing delicacy of adjustment. The point should be emphasized that any work in the school which violates this fundamental principles of growth cannot be censured too severely; and if school education cannot be carried forward in conformity therewith, there will then, indeed, be justice in the criticism aimed against it.

"There are several respects in which much of elementary education may be severely criticised; but the fault is due almost wholly to the conditions under which studies are pursued and not to the studies themselves. So much attention has been attracted recently to the danger of requiring a child to perform too fine tasks, such as threading a needle, making fine stitches, and things of that sort, that it only need be referred to in passing. Writing fifteen minutes a day with a small metal pen-holder will probably in the majority of cases bring serious results upon the organization of children in the first to fourth grades or possibly anywhere in the elementary school; for the reason that to manage such a tool demands the greatest co-ordination of the finest muscles controlled by the highest areas of the brain. The effect is evident in a school-room of young children after application to writing for a few minutes—the entire body shows the strain which the child is under. When that goes on day after day is it any wonder that the nervous system becomes unduly drained of its energies?

"There are other activities of the elementary school which violate the law of growth announced above. When young children are required to toe a line upon the floor for a considerable period at a time; or to fold their arms while remaining motionless in their seats for ten minutes at a stretch; or to articulate with adult distinctness in the first work in reading; or to perform physical exercises which require the most exact control. But these things are incidents of school work—and are not at all essential to the success of the school. The child may read without being required to articulate every word distinctly at the outset; so he may perform physical exercises which require only large free movements; and there is no study in which it is necessary that he should toe a line for a quarter of an hour. We need to modify these modes of discipline, granting childhood more of freedom, and so avoiding the danger of overstrain from taxing organs heavily before they are ready to assume such responsibility.

"The furniture and appointments of the school-room may probably be censured more than anything else for producing defects in school children. In the majority of school-rooms the seats are not so adjusted to the form of each child as to preserve healthful, restful postures, and this leads to deformity and dissipation of nervous energy. So long as desks are too low or too high for children, or the seats are not adjusted to them, or they are required to lean forward constantly while at work,—so long as this continues we shall be finding fault with the unhygienic effects of education; but we should place the blame where it belongs.

"Probably one of the most serious causes of injury to children in school is the lack of opportunity for indulgence of motor activities. Science confirms the proposition that nature never designed the child of five or six or seven to remain for hours at a time in a comparatively motionless position. If, then, we cannot in our school work make provision for greater freedom and less of constraint, we can scarcely hope to avoid the serious results which our present educational work does oftentimes seem to bring upon young children. But reform must strike at the real source of the difficulty,—the indifference of the community to the actual needs of the school,—that it may be made a wholesome and hygienic garden for the nurture of childhood. The problem is primarily a socio-

logical not a professional one; and in every way possible the situation as it really is, and as it should be, must be brought to the attention of the public, as is being done in Buffalo and elsewhere with the most encouraging outcome. If every teacher would take a vital interest in social affairs and acquire a strong influence with those who provide equipment for the school, we should be able gradually to make the conditions under which education is carried on thoroly hygienic and healthful.

Glazed Paper and Defective Eyesight.

The effect of glazed papers on the eyesight has recently occupied the attention of several German doctors. The statement is made in a recent number of *Invention* that, while, according to one authority, "in the old books or letters, with a mild and soothing light the surface contrasted easily with the thicker and darker type or writing characters, now the highly glazed surface offers reflections of the light, which produce shades and lights that are most trying. The paper has often to be turned in various directions to be seen more clearly, in order to distinguish the gray (or maybe other shades) of the type from the shining white of the paper. This is similar in effect to the result in trying to decipher writing in the dusk. An experiment will soon prove this.

"Take an old edition, say of Shakespeare, and a new magazine on highly glazed paper, and compare the sensation in the eye after half an hour's reading. The doctors therefore propose that schools use sanitary paper, by which they mean that a glazed or highly polished surface should be avoided and the colors chosen should be gray or light blue, but no white. The type should be clear and simple, but not too thin. The children whose eyes require protection, and thru them the parents, should be taught to demand that their favorite books and papers be printed in the right style, and the excesses of a falsely guided taste should be avoided."

Diet of School Children.

A writer in a recent number of *Health Culture* gives some practical advice with regard to the food required by growing girls and boys. Unfortunately, it is suggested, the idea is prevalent that a school boy or girl can and should eat whatever is set before him. Altho it may be a good to teach children in general to eat what is provided this should not be carried to the extreme. The greatest care should be taken that their food is such as will make them strong and healthy, mentally, morally, and physically.

"During the years from eleven to seventeen," the writer adds, "the diet of girls especially must be carefully watched. Good food containing a fair proportion of meat, together with fresh air and exercise, are absolutely essential, and will go far toward making beautiful and healthful women. Where girls are only day scholars and live at home the mother can exercise personal supervision, and much ill health in the future will be averted. At the very period when girls should somewhat relax mental efforts and take especial care of their physical development the reverse is too often the case, and they must pass many hours daily in study and musical practice. With boys the case is somewhat different. Their physical powers are usually better developed than those of their sisters. They usually have more time and scope for exercise.

"Let there always be for the food of school children a sufficient supply of ripe fruit, fresh or stewed; good, well cooked cereals and home-made whole wheat bread. Let fried foods, greasy pastry, doughnuts, and griddle cakes be conspicuous by their absence.

"A gentleman visiting a Canadian school asked the teacher if there were any American children there. She said there were, and that she could tell them by their pale faces, bright eyes, and nervousness. They learned more quickly, but lost many days in the term from sick-

ness. He took the opportunity of examining their lunch baskets, and found the American fare to be mince pie, pound cake, doughnuts, cold sausage, and pickles; while the English and Irish children had either stale bread with butter or fruit, and usually nothing else. With a country such as this, overflowing with foods, there is no excuse for improperly nourished children, and if we are to make our land what it ought to be we cannot afford to neglect this all-important subject. The question of giving children tea and coffee is one which is often under discussion and while parents agree that it is unwise to give them to children as a regular thing, they are looked upon as a treat and given on special occasions. This principle is wrong. What a child has as a treat it learns to look for, and to wish for the time when the treat may become a thing of every day occurrence.

School and Library.

The *Library Journal* for April gives considerable space to the topic of the co-operation of the library with the school. A general principle laid down is that that library is best which is nearest the pupils. Other things being equal a collection of books in the class-room is preferable to a school library, tho the latter is preferable to a public library that is several blocks away.

The grades in which outside books are most useful are the two upper classes of the grammar schools. Nowhere else is the appetite for works of travel, adventure, and biography so keen. The pupils have not yet buckled down to the severer studies of the high school age. They are at just the right period for widening the sphere of information. In the high school their reading must often be curtailed. It is therefore most important that they go in with a generous stock of general information.

The public libraries ought everywhere to supply grade libraries, suited to the needs of pupils. Such a system has been inaugurated with great success by the New York Public Library. The teacher of the grade is naturally the critic in the selection of books; but she should avail herself occasionally of the advice of a trained librarian.

The co-operation of the library should not, however, stop with the placing of books in the schools. Every well-developed city library now-a-days has a children's room where efforts can be made to cultivate in children habits of good reading. No place is more attractive to the average school boy or school girl than the well-lighted reading-room where are displayed all the good juvenile periodicals and the latest juvenile books. Here, if anywhere, we can get at the boy who has read every one of Oliver Optic's books and the girl who thinks Elsie Dinsmore "perfectly lovely." There are plenty of baits by which such children can be lured.

For one thing there is the bulletin. It is being extensively used. It celebrates all the national holidays. It gives bibliographies of books about Cuba and the Philippines. It directs the reader to the world's naval heroes from Themistocles to Dewey.

It fails at times thru lack of definite purpose. Too many things are crowded upon one board. Then again its contents are often too literary for the average street gamin. The bulletin must not descend to vulgarity, but color and lively illustrations are needed to make it attractive.

Far more potent, however, than the bulletin is the sight of a new book. In the children's room there should be a table on which the latest and prettiest books are displayed. In this direction an apparent extravagance will in the end pay. If good books in very attractive covers and printed on superfine paper are set before children they will generally prefer them to the cheaply printed Ballantyne or Mayne Reid. Expensive books might well be starred and given only to children who have gained a good reputation for care of books.

Above all things else a competent librarian should be in charge of the children's room. If she is an honest lover of young people, and if she knows their books, not

thru hearsay but from actual reading, she can do more to promote the cause of good reading than all the bulletins, catalogs, and bright covers combined. She can become personally acquainted with all the children who habitually come to the room. She can get valuable hints from them regarding the works they would like introduced. In a thousand ways she can teach them to regard with distaste the cheap trashy books and to cultivate only pure, ennobling literature.

Measurements of Pain.

As is generally known among educators, Mr. Arthur MacDonald, of the United States bureau of education, has been for several years past making measurements of pain. In his early experiments, as stated in a paper read some weeks ago before the American Psychological Association, he found that women are more sensitive to pain than men; that American professional men are more sensitive to pain than business men; that the laboring classes are much less sensitive to pain than the non-laboring classes; that the women of the poorer classes are less sensitive than those in more comfortable conditions; that the wealthy classes, in general, are more sensitive than the poorer classes, and that the left hand is more sensitive to pain than the right hand.

In his later experiments Mr. MacDonald has made use of an instrument designed by himself which he calls a "temple algometer." The instrument is pressed against the temple of the subject until a disagreeable sensation is aroused, the amount of pressure being registered on a scale arranged for that purpose. Mr. MacDonald's experiments extended over a great variety of social conditions and ages, including in all 899 persons. Of these some were public school girls, others private school girls, boys in public schools, university women, washerwomen, business women, and self-educated women. His conclusions are of great interest, tho not covering so many cases as is best for statistical study:

"(1) In general the sensibility to pain decreases as age increases. The left temple is more sensitive than the right. This accords with former experiments that the left hand is more sensitive to pain than the right hand. There is an increase of obtuseness to pain from ages 10 to 11; then a decrease from 11 to 12; then an increase from 12 to 13. From 13 to 17, while the right temple increases in obtuseness, the left temple increases in acuteness. This is in the post pubertal period. There is a general variation, which experiments on larger numbers might modify.

"(2) Girls in private schools, who are generally of wealthy parents, are much more sensitive to pain than girls in the public schools. It would appear that refinement and luxuries tend to increase sensitiveness to pain. The hardihood which the great majority must experience seems advantageous. This also accords with previous measurements, that the non-laboring classes are more sensitive to pain than the laboring classes.

"(3) University women are more sensitive than washerwomen, but less sensitive than business women. There seems to be no necessary relation between intellectual development and pain sensitiveness. Obtuseness to pain seems to be due more to hardihood in early life.

"(4) Self-educated women who are not trained in universities are more sensitive than business women. Giving, then, the divisions in the order of their acuteness to the sense of pain, they would stand as follows: First, girls of the wealthy classes; second, self-educated women; third, business women; fourth, university women; fifth, washerwomen. The greater sensitiveness of self-educated women as compared with university women may be due to the overtaxing of the nervous system of the former in their unequal struggle after knowledge.

"(5) The girls in the public schools are more sensitive at all ages than the boys. This agrees with the results of our previous measurements, that women are more sensitive to pain than men."

Present Day History and Geography.

No Let Up in the East.

The report that Aguinaldo was suing for peace has turned out to be false. Three commissioners from the so-called rebels came to Manila, but when it transpired that what they were after was an armistice, not a permanent cessation of hostilities, Gen. Otis refused to entertain them. The removal of the Philippine seat of government to Tarlac, thirty miles north of San Fernando, will probably lead to prolonged delay in the subjugation of the islands.

Havana in a Ferment.

The American authorities have been constrained by circumstances to issue an order requiring the arms of all Cuban troops and retaining them in military possession. As a result the city of Havana is full of excitement and sedition. The local newspapers lay the blame of the order upon Secretary Alger who, in their opinion, is anxious to provoke in Cuba a war similar to that in the Philippines. They even insinuate that he is in league with certain syndicates which are preparing to exploit the island.

Striking Grain Shovelers.

An immense quantity of grain is tied up at Buffalo on account of the protracted strike of the grain shovelers. Thus far the trouble has appeared to be on the point of settlement, but nothing has come of the attempts. The strike is chiefly a revolt against the system which compels the workman to receive his pay in certain saloons owned by confederates of the contractors. He is virtually required, upon pain of losing his job, to spend a part of his wages in the saloon, to the pecuniary advantage of his employer and to the great disadvantage of his family. The strikers are making an orderly fight against the evil and public sentiment is with them. Bishop Quigley, of Buffalo, is their advisor.

Diminishing Trade Balance.

Statistics for the first four months of 1899 point to a great reduction, as compared with the previous year, in the value of our exports. The excess of exports over imports in 1897 was \$286,000,000, in 1898 it increased to the enormous figure of \$615,000,000. Two causes contributed to this abnormal condition. There were short crops abroad and unusually large ones here. The result was that the trade balance in our favor rose to an unprecedented height. Now it is sinking back to normal figures. There is an actual increase in the value of manufactured products exported, over the corresponding months of 1898.

The Cruise of the Wilmington.

The navy department has received from Capt. Todd, of the Wilmington, a detailed account of the explorations made by that vessel on the Amazon. Capt. Todd ascended as far as Yuquitos, in Peru, a point 2,100 miles from the Atlantic and within 400 miles of the Pacific. Manaus, at the junction of the Rio Negro and the Amazon, has hitherto been regarded as the head of steam navigation. It is believed that the possibilities now revealed of successful navigation into the far interior will lead to a great commercial expansion in the Amazon valley. One unfortunate fact about the Amazon is that, like the Mississippi, it is so changeable in its course as not to permit of proper charting. The river has a strong current, averaging about four knots an hour and has a way of eating up high bluffs in a single season. Capt. Todd reports that there is more high land between Para and Manaus than further up the river.

"Let Us Have Peace."

The great peace conference at The Hague opened smoothly on May 19. The president of the convention, M. de Staal, Russian ambassador to Great Britain, presided. The first meeting, at which Andrew D. White,

head of the American delegation and Sir Julian Pauncefote, British minister to the United States, were present, was devoted to the appointment of committees with power to prepare subjects for discussion. Among the delegates there appears to be substantial harmony regarding the questions of disarmament, mediation, and arbitration. It is stated by the London *Daily Telegraph* that the British contingent will hold out for a permanent international court of arbitration. This, it is thought, will be a great step in advance, even if nothing is done in the way of disarmament.

Against Expansion.

The Anti-Imperial League, of Boston, held a large meeting in Cambridge recently. Among the speakers were Charles Eliot Norton, Josiah Royce, William Everett, Charles Francis Adams. Edward Atkinson announced the establishment of an anti-imperialist weekly under his personal editorship. The most impassioned address of the evening was by Father Scully, the distinguished Roman Catholic educator.

That Father Scully spoke for the church at large is shown by the approval of the pope of the antiexpansion speech made by Bishop J. L. Spaulding, of Peoria, at the Chicago mass meeting on April 30. The bishop protested against imperialism and declared that the American people are victims of commercialism. If it is our destiny to become an empire it is our destiny not to endure as a republic.

The pope has declared his unqualified approval of Bishop Spaulding's sentiments.

Our Engines in England.

The Midland Railroad Company has ordered thirty locomotives from the celebrated Baldwin works, at Philadelphia. These will run side by side with their contemporaries built in Derby or Glasgow, and if they prove superior more orders will be placed in Philadelphia. It is generally admitted in England that improvements in the American engine have carried it up to the point of equality with the best English makes, and many people anticipate that the coming trial will prove its essential superiority. It is certain that the American locomotive is the better adapted for carrying a very heavy train, and that, during the summer season, is a very important consideration with the English roads.

New Arctic Exploration.

West of Greenland lies an unknown country called Ellesmere land. It is shortly to be explored by Robert Stein, of the U. S. geological survey. He will start next spring with two comrades thru Hayes sound. He hopes to make a complete circuit of the island, a distance not less than 2,000 miles, and to return in time to catch the Peary steamer on its way home. The Eskimos have always declared that in the interior of Ellesmere land reindeer and musk oxen are very abundant and that on the west coast is a large tribe of their countrymen who have never seen a white man.

Honors for an Artist.

Americans have a right to feel proud of the election of Daniel Chester French to membership in the Academia di San Luca, of Rome. No American has before now had the honor, altho Rome has had among its prominent residents Story, Simmons, Crawford, Vedder, and a host of other strong men. The membership of the Academia is limited to forty and has included both Raphael and Michael Angelo. Mr. French, unlike most of our great artists, has always elected to live in this country. He is best known for his dramatic composition of "Death Staying the Sculptor's Hand," by his monument to John Boyle O'Reilly in Boston and by the "Minute Man at Concord." His statue of the "Republic" and his "Columbus Quadriga," at the Chicago Fair will long be remembered.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MAY 27, 1899.

Mrs. Davis and Educational Scholarship.

The newspapers have had a great deal to say about an article by Mrs. Rebecca Harding Davis, in the *North American Review* for May, entitled "The Curse in Education." It is difficult to explain why so weak and illogical a string of observations concerning the schools should attract so much attention. Perhaps it is because of Mrs. Davis' prominence in literary work, perhaps because of the appearance of the article in the *North American Review*; more likely, however, because of the storm of comment invoked by equally irresponsible utterances made in California by Mr. Collis P. Huntington, the well known railroad magnate, about the disadvantages of being too well educated. Mrs. Davis tries to show that education has not always been an unmixed blessing to America and Americans, very much in the same way in which Rousseau attempted to prove that a return to the original natural state should be the trend of the endeavors of mankind; only Rousseau plead his case more fervently, so that his "friend" Voltaire felt constrained to tell him that after reading his arraignment of educated humanity, he wished he could be transported back several ages and happily roam on all fours thru the antediluvian forests. It is unfortunate that Mrs. Davis did not stick to her original line of literary work and give us more of her delightful sketches of rural life, instead of taking up, in her deep-seated aversion to "pretense," a subject concerning which she cannot have much information and whose development she certainly has not watched from the heights.

Of Mr. Huntington and Mr. Russell Sage one expects no high encomiums on education and the schools. Moreover, the ideas they present have been heard and refuted so often that if it were not for the lack of sensational news, the newspapers would never notice them.

The point brought out again thru the attention aroused by arraignment of education in responsible publications by irresponsible writers, is that America does not yet recognize the existence of a teaching profession and that in consequence almost anybody believes himself qualified to talk on education or educational subjects.

In this connection, it is interesting to note an editorial in the *Educational Review*, in which is endorsed the thought so frequently voiced in these pages, that there is in existence a body of educational principles and laws, recognition of which should rightfully be demanded of everyone who pretends to be able to treat of any phase of the problem of education.

"One of the constant complaints against educational papers and discussions is that they take up every topic as if nothing were known and nothing settled either in principle or by experience. It must, we think, be admitted that the complaint is, on the whole, well founded, and that the fault complained of is due to lack of educational scholarship. A college president is asked to discuss the elective system, a college professor to criticise a curriculum, a superintendent to grade and promote, a principal to pass judgment on two sets of reading books, and the chances are that the opinions given

flow straight from the emptiness of the speaker's head. If one may judge from the average papers presented at our more important educational gatherings or from the articles contributed by teachers of more or less prominence to the literary periodicals, the most unusual step in the writer's preparation is to consult the literature of the subject and to weigh carefully the results of experience at home and abroad. The papers represent, therefore, the writer's more or less influential preference, or his more or less refined taste, but nothing more. As contributions to the literature of the subject they are valueless.

"We are still awaiting the completion by some patient scholar of the monumental task of making a critical educational bibliography which shall include the invaluable papers immersed in journals and proceedings. Much of the best literature of education is in that form. The charge that America has made no contributions to educational theory, for example, is one that is due to lack of scholarship. The person making the charge does not know where the contributions are to be found.

"The custom that obtains at Albany of sending out with the early programs of each year's University Convocation a short bibliography of the topics to be considered at the meeting is excellent, but unfortunately the bibliography is not made use of. An acute observer of one of these discussions, in describing it recently, remarked that no one of the speakers on a very important and much-discussed topic gave any evidence whatever of having read any one of the books or articles contained in the bibliography which appeared on the program and which had been in circulation for weeks. This explains why so many men of high educational position persistently shun educational meetings, on the ground that they are a waste of time.

"Every college library and the school system of every city should possess a well-selected educational reference library, and it ought to be the rule, not the exception, that papers and reports show signs that this library has been consulted in their preparation."

Anglo-American Alliance.

Attention has several times been called in THE SCHOOL JOURNAL to the movement started in several sections of the country, notably Kansas City and Ohio, for correspondence on the part of school children of various countries. It will be remembered that at the suggestion of Supt. Greenwood letters were sent from Kansas City to England, Ireland, and Sweden. In this connection a clipping from the *Liverpool Courier* is of interest as showing what is thought of the matter on the other side of the water. It reads:

"The friendly understanding with America has now spread from the statesmen and the peoples to the school children. The Kansas boys began it. Their letter was addressed to 'Any Fifth-Year Pupil, Liverpool, England.' The writers set out with the declaration, 'We feel so friendly to you because you were so good to us in our war with Spain.' From this the transition is easy to 'if the Anglo-American alliance were finished, we could whip the whole world, if it interfered with us.' After this comes a description of Kansas City, with its 'finest pork-packing houses, cable street railway,' and 'fire department' in the world. Then the studies are touched on. 'In geography we study the United States, and then your colony, Canada.' Well, we ought to be much obliged to them, of course. Still, this close attention to Canada has a rather ominous ring. 'We use the vertical system in writing.' What is the horizontal system? Terrible boys!

"The Liverpool school board children, not to be out-

done in courtesy, have replied. Both girls and boys figure in this part of the correspondence. Who knows what may happen when susceptible American youth receives these vertical or other communications from our side? One fair writer brags a little about the Mersey—perhaps just to let the Missouri river (of which something was said on the other side) know that it is as those rivers of Israel, which could be matched elsewhere. The same writer balances the 'pork-packing houses' with 'raw cotton,' and characteristically enough ignores the Ship Canal as the agency by which it is 'sent in to Manchester, the cotton town,' for manufacture. Then a boy takes up the pen with an account of the opening of the cricketing season of 1899, and with the courteous request for enlightenment on the subject of baseball. It is all very creditable on both sides, and it is on the right track in beginning with the rising generation. If we could pledge the young people to amity, before they had learned the trick of censure and misunderstanding, the Anglo-American alliance might defy time and tide. Their seniors, unfortunately, in the exchange of compliment, have so much to unlearn. Perhaps this part of the undertaking might necessitate some revision of the American school-books."

Governor Stone's Cut.

There are several good reasons for the cut of \$1,000,000 in the Pennsylvania school appropriation for the next two years. Governor Stone's attitude in making the reductions is not one of hostility to the schools. He justly objects to the dependence of the Pennsylvania towns upon the state appropriation. In the last analysis it is the duty of the municipality or township to provide for its schools. The expense of the state government is already greater than its income. A cut was unavoidable.

If the towns are led to a fuller sense of their educational obligation, the decrease in state appropriation will prove to be a blessing. The greatest difficulty will be with the normal schools: the appropriation for them ought not to have been cut. These institutions are the state's own rightful charges. An effort ought to be made to secure a special appropriation from the next legislature to cover the deficiency occasioned by the reduction of the normal school fund. The towns are able to look after their elementary and high schools; many of them are so wealthy that they might well start a public fund to aid sister towns less favorably situated.

The High School and College Entrance.

Educators thruout the country are beginning to realize that the traditional high school course is too narrow. This is the result of the slavish subjection to the standards set up by the colleges which have practically constructed the existing curricula. The high school is not in existence simply to supply students for the colleges. The taxpayer is awaking to the fact that his money is not turned to its rightful uses by sacrificing it to the college Moloch. One feasible plan would be for the colleges to do away with the present specific requirements and instead insist upon certain essentials which could be made uniform thruout the country. The necessary requirement for college entrance should be not so much a certain number of pages of Latin read or problems solved as ability to do genuine college work.

Now that the committee of ten has had its say and the committee on uniform college requirements is ready to report, an effort ought to be made to set up a minimum standard of essentials, not upon the basis of alleged college needs, but upon that of results achieved in the average intelligently conducted high school. THE SCHOOL JOURNAL is fully aware of the immensity of the task of trying to move the Philistine college men; they have a Zopf of traditions longer than the most aristocratic

Chinaman could afford, and they have preserved their pristine consciousness of paternal responsibility so well that it is almost impossible to persuade them of the matured independence of the high school. Professor Butler, of Columbia, has tried from time to time to get at least three or four of the larger colleges to come to an agreement, but the self-satisfaction of the specialist professors has thus far proved an unsurmountable stumbling block. However, the constant agitation has enlightened enough people to make us hope that the colleges will finally yield some of their fancies of what constitutes preparation for admission to their sacred halls and gracefully consent to arbitrate.

The Passing of the Academy.

In New York state as in New England the academy is being gradually supplanted by the high school. Statistics show that whereas in 1870 the high schools of the state numbered 62, and the academies 126, in 1898 there were only 131 academies against 514 high schools. The academy tends more and more to become parochial, perhaps provincial in character; the high school is the natural outgrowth of a cosmopolitan system, and is thus more in accord with national ideals of education. The academy has been an important factor in the development of a taste for something more than the rudimentary education given in the country schools. But its days of public usefulness have ended. The high school and the college are enjoying the fruits of its pioneer work.

Yale's President.

The difficulty Yale is having in the choice of a president is suggestive of the rarity of educational leaders among business men and of strong business men among educators. President Low, of Columbia, is an excellent example of the man who combines both faculties, but such men are few. The friends of Professor Hadley, who has been mentioned in connection with the presidency, assert that his executive ability is not one whit inferior to his scholarship and point to President Eliot, of Harvard, who was originally professor of chemistry and who is to-day the leading university president in this country, not because he knows all about investments, but because he has mastered the principles of modern educational thought. Yale cannot do better than to take an educator who is conversant with present conditions, recognizes present needs and has penetrated to the genius of modern education.

Educational Articles in Current Magazines:

Brown University.—Henry Robinson Palmer. *New England Magazine*.

Directed Sport as a Factor in Education.—Francis H. Tabor. *The Forum*.

Edward Thring.—Robert P. Keep. *Educational Review*.

Hints on the Treatment of Children.—Dr. Paul Carus. *The Monist*.

Hygiene of School Work.—M. V. O'Shea. *Kindergarten Review*.

Improvement in City Life: Educational Progress.—Charles Mulford Robinson. *Atlantic Monthly*.

Problem of Secondary Education.—D. W. Abercrombie, F. W. Taussig, James P. Monroe, William Cunningham. *Educational Review*.

Proposed Roman Catholic University for Ireland.—William Nicholas. *London Quarterly Review*.

Rise of the Superintendent.—Supt. Aaron Gove. *Education*.

School System of Ohio.—Dr. Emerson E. White. *Educational Review*.

Talks to Teachers on Psychology. IV.—William James. *Atlantic Monthly*.

The Teacher Problem.—Harold Hodge. *Fortnightly Review*.

Woman's College in California, A.—Jane Seymour Klink. *Overland Monthly*.

The New York Boys' High School.

A boy will always go, and stay if he gets a chance, where he is sure to find what interests him most. Be this on the streets or in doubtful places, there is where he may be found. If, as sometimes happens, he realizes that he has a better time within the four walls of a school building than anywhere else, he will be faithful in attendance and, if the work is rendered sufficiently interesting, devoted to his studies.

This characteristic Dr. Buchanan has taken advantage of in the Boys' high school of New York City. Everything possible is done to make the boys enjoy their school. Every facility is given to render the work itself interesting—the finest maps adorn the history rooms, casts and pictures aid in the teaching of the classics, and apparatus, plenty of it and of the most approved forms, allow each pupil in the science departments to experiment for himself.

Then the boys have numerous clubs, in fact the whole school seems to be organized into a series of clubs. These include an athletic association, a camera club, French and German conversation clubs, literary societies, a club for the study of etiquette and clubs of almost everything that is capable of catching the interest of a boy.

Consequently the discipline in the high school is unusual from the fact that there is none and there seems to be no need of any. Every boy takes care of himself and accordingly does as he ought. Every pupil is expected to be in the large study hall at the ringing of the bell five minutes before the opening of school. This interval is given to allow him time to put aside other thoughts and get into the spirit of study. During the opening exercises, every eye is turned toward the platform and there seems to be no inclination on the part of any pupil to do otherwise than to attend strictly to business. In fact this is the spirit manifested thruout the school. Pupils are allowed to talk in the halls on their way to and from recitations but when work begins thought must be concentrated on the subject under consideration and on that alone.

If any boy should take advantage of all these privileges to go beyond bounds he knows that his connection with the school will be severed at once and all his good times there ended.

The school building on Thirteenth street is an old one but the rooms are well lighted and well suited to the character of the work. The teachers are excellent. A brief call at the science rooms showed that a class of boys from fourteen to sixteen years of age understood pretty well the principles governing sound, as they explained clearly pitch, loudness, etc. Across the hall another set were working out by experiment a problem in equilibrium, while on the same day the zoology boys were finding out, with the aid of live specimens, what and how a pollywog breathes. All were being carefully guided and led to draw their own conclusions from the data obtained by experiment.

Equally careful and practical is the teaching in English and history. In Latin, a class just beginning the study of Ovid, were learning to scan. They had been trying the scanning without the aid of rules, for just two days and tho they read somewhat slowly and stopped at

the end of each foot even if that came in the middle of the word, they were as far along as most classes with a month or six weeks' practice.

Physical culture, as carried on in the basement, is almost as popular with the boys as the pie counter to which one corner of the room is devoted. Boys usually respect a man who can perform feats of physical prowess which they would like to imitate, and the boys of the New York high school are no exception. They know that they can never equal their master unless they try and try again. So they follow his directions as closely as may be, with excellent results.

On the whole, the Boys' high is an enjoyable school to visit and it must be a delightful school to attend. Everybody seems so happy, and teachers and pupils appear to be such good friends that the school must move on to the best advantage of all concerned, with a comfort and a lack of friction which is everywhere to be desired.

The Law of the High School.

Suggested by Rudyard Kipling's Law of the Jungle.

This poem was written by a pupil of the Bloomfield (N. J.) high school and is republished from the school paper, *The High School Echo*.

Now this is the law of the High School,
As wise as can be, tho not long;
And the scholar that keeps it may prosper,
But he that does not must go wrong.

Uphold ye the school's highest honor
And usefulness—stick to this rule.
For the strength of the school is the student,
And the strength of the student's the school.

Come daily to each recitation
With all preparation well done;
And remember that school time's for labor.
And forget not recess is for fun.

When asked a stiff question in class time,
Be not hasty to say "I don't know;"
For it may be some small clever talking,
Will take you right royally thru.

The mean pupil cribs from his fellow;
But when thou hast aught to be done,
Make use of no aid from thy neighbor,
Depend on thine own head alone.

Keep peace with the lords of the school-room—
Your teachers. Make each one a friend.
Nor trouble the superintendent,
If you'd come out all right at the end.

Kick not if your marks come out lower
Than what you were led to suppose;
Just put your chagrin in your pocket,
For that which a teacher says goes!

If another offend thee in school-time,
Chastise him alone and afar,
Lest the teacher take part in the struggle,
And act from *his* side of the war.

In moving about in the school room,
Rush not like wild heathen accursed,
Deport ye like civilized beings,
And remember that ladies are first.

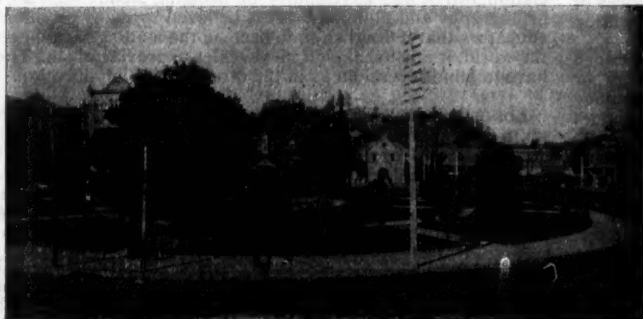
Speech right is the right of the Senior,
And down in his room he may claim
Free speech at all times with his neighbor,
And none may deny him the same.

Hand right is the right of all others,
And when you have aught you must say,
First gain from the teacher permission,
And thereupon fire away.

Because of his might and his power,
Because of his wisdom galore,
In whatever the rules do leave open,
The principal's word shall be law.

Now these are the laws of the High School
And many and mighty are they,
"But the head and the hoof of the law
And the hunch and the hump is—Obey."

R. P. A.



The Plaza, Los Angeles, Cal.

To Los Angeles in July.

The meeting of the National Educational Association will be held at Los Angeles this year, July 11-14. A magnificent opportunity is thus afforded to teachers to become acquainted with the wonderful beauties of the states near the western coast of our country. One fare will pay for the round trip. This is the best rate ever made by the railroad companies and it is expected that over twenty thousand teachers will attend the convention. The wonderful Grand Canyon of the Colorado, picturesque Santa Fe, the cave dwellings, the Indian pueblos, the Yosemite valley and Yellowstone park will be visited by many for the first time. Several parties have been organized to give teachers an opportunity to travel economically and in congenial company where their comfort and entertainment is looked after.

One party just forming will leave New York City via New York Central R. R., and go by way of Michigan Central R. R. (taking in Niagara Falls, to Chicago, and there take the most direct route to Los Angeles (the Atchison, Topeka, and Santa Fe railroad). The return will be by the Northern Pacific. The cost of the trip including the national park excursion and all expenses for sleeper, meals, hotels, etc., need not exceed \$230. Those who cannot take in the Yellowstone will get along most comfortably on \$180. The attractions along the Santa Fe are unsurpassed. There will be short side-trips to the Grand Canyon and the Petrified Forest, a stop at Santa Fe, visits to cave-dwellings, to Indian pueblos, etc. The dining service is especially good on this road. In short, the trip promises to be a delightful one in every respect. The attractions of the Northern Pacific have been briefly described in these pages.

All who wish to go with this party from New York city or join it at either Albany, Buffalo, Chicago, Kansas City, or stations along the route, are requested to write to Ossian H. Lang, 61 East Ninth St., New York.

Another party will leave New York city July 1, at 2 P. M., for a trip that will cover a distance of 8,260 miles. The start will be made from Jersey City via the Pennsylvania railroad, passing over the Horse Shoe Curve and the Alleghany mountains. From Chicago the party will go via the Chicago and Northwestern road. There will be a short stopover in Omaha and a day will be spent in Denver and the Garden of the Gods. After passing by daylight thru the Royal Gorge, the Grand Canyon of the Arkansas river, a day will be spent at Salt Lake. The party will reach Los Angeles July 11, to remain three days.

The return trip of both parties will be by way of the Northern Pacific railroads, with a stopover in San Francisco of two days, and a one day's stay at Portland. At Livingston the party will divide, those who return directly continuing on the Northern Pacific to St. Paul and thence going via the Northwestern road to Chicago, with a stopover of a day at Minneapolis and the Falls of Minnehaha. This party reaches New York July 26. Those who make the tour of Yellowstone park will return to New York Tuesday, August 1. Arrangements will be made for any who desire to remain a longer time in California and return independently by any diverse route.

On all railroads west of Chicago meals will be served *a la carte* on the trains or at the stations. The excursion will be personally conducted over the entire route, and the services of experienced railroad representatives will insure every attention for the comfort and pleasure of both parties.

Further information concerning this party may be obtained either from Ossian H. Lang, 61 East Ninth St., New York, or from Associate Superintendent W. A. Campbell, 222 Quincy St., Brooklyn, N. Y. Mr. Campbell will personally conduct the party leaving July 1, and returning August 1.

The cars of the second party will be available for sleeping at all times except during the stay at San Francisco. The entire cost for the round trip excursion ticket, including one double sleeping car berth, is \$155.

Both parties leave on July 1; the one conducted by Supt. Campbell at 2 P. M.; the one in charge of Mr. Ossian H. Lang at 6 P. M.

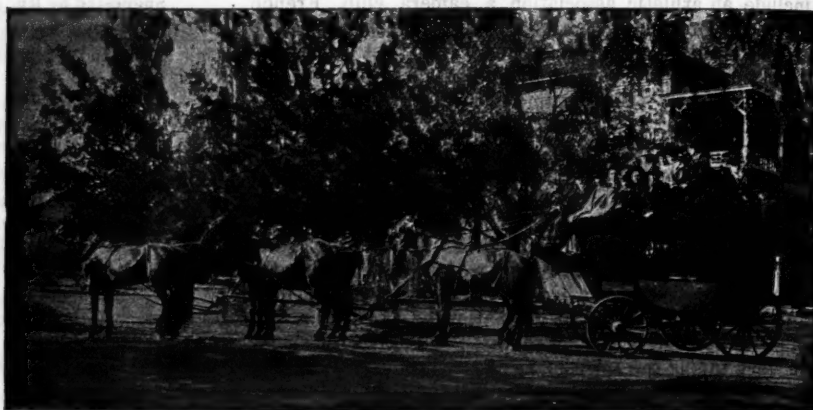
Those wishing to go later can be booked with either of several parties. One party leaving July 5, by special train under the management of Mr. A. S. Downing, from New York city via New York Central, and Santa Fe promises to be very

large. Another to go over the Missouri Pacific has arranged a delightful program, etc., etc.

For information concerning railroads, excursion parties, etc., address Ossian H. Lang, 61 East 9th St., New York city.

ITINERARY OF PARTY NO I.

Leave Grand Central Station, New York, July 1	6 P. M.
Arrive at Buffalo, July 2	6 A. M.
" Niagara Falls, about	7 "
" Chicago, July 2	8:55 P. M.
Leave Chicago, July 2	10 P. M.
(Via Atchison, Topeka & Santa Fe)	
Arrive at Kansas City, July 3	10:20 A. M.
Leave Kansas City, July 3	10:50 A. M.
Arrive at Santa Fe, July 4	7:15 P. M.
(Spend night in Sleeper)	
Sight seeing in Santa Fe, and visits to Indian Pueblos	
July 5	
Leave Santa Fe, July 5	3:50 P. M.
Arrive at Flagstaff, July 6	9:30 A. M.
Visits to Box Canyons, San Francisco mountain, Cliff and Cave Dwellings, July 6	
(Spend night in sleeper.)	
Leave Flagstaff, July 7	9:30 A. M.
Arrive Los Angeles, July 8	8:30 A. M.



"ALL ABOARD FOR THE ORANGE GROVES"

National Educational Association meets at Los Angeles, Cal., July 11-14, 1899.

In time for sessions of National Council of Education and before crowds arrive, thus affording members of the party a splendid opportunity for sight seeing in and around Los Angeles, and comfortable location and better attention of members of the local committee and many other advantages that accrue to those who arrive before the convention.

The majority of visitors to Los Angeles will probably want to visit the Grand Canyon. Those who wish to do this on the outgoing trip can join a party leaving Flagstaff on July 7, and returning in time to take the train on July 10, at 9:30 A. M., arriving at Los Angeles July 11, at 8:30 A. M., in ample time for the opening of the convention.

N. E. A. Convention Notes.

LOS ANGELES, CAL.—The rules recently adopted regarding discussions and manuscripts require that all papers must be limited to 3,000 words; all discussions to 1,000. The limitation will be strictly enforced. Manuscripts must be delivered to the secretary immediately after they have been read. Five copies of type-written abstracts, not exceeding 500 words of synopsis of each paper should be prepared and forwarded to the secretary in Winona, Minn., as early as June 25, for the use of the press. No paper, lecture, or address shall be read before the association or any of its departments in the absence of its author, nor shall any such paper, lecture, or address be published in the volume of proceedings without the consent of the association.

One of the absorbing matters to be brought before the association will be the advisability of bringing about reforms in orthography and philology. It is believed by many prominent educators that if English is to become the leading language of the world, it must shake off its shackles of provincialism. They have in mind several steps in the direction of simplification.

LOS ANGELES, CAL.—The towns about the city are waking up to the importance of helping entertain the N. E. A. delegates. Several of them are requesting the local committee to set aside special days for visits. Pomona wants to have the strangers all see its magnificent orange groves. Pasadena has a number of attractions to show. Fresno would like to do its share in the entertaining.

LOS ANGELES, CAL.—Secretary Irwin Shepard, of the N. E. A., has written to the committee on railways and excursions that at the lowest estimate ten thousand people from the country east of the Rocky mountains will attend the convention to be held here next July.

The Educational Outlook.

Normal School Leaders.

BOSTON, MASS.—The New England Normal Council held its annual meeting on May 12. Each conference was directed informally by an educational leader as follows: "Art in the Normal School," Henry T. Bailey, North Scituate; "Child Study in the Normal School," Will S. Monroe, Westfield; "English in the Normal School," Mable I. Jenkins, Willimantic, Conn.; "Manual Training in the Normal School," Walter J. Kenyon, Lowell.

Some very good things were said by E. Harlon Russell, of Worcester, who had for his subject, "What can the normal school do to help its students to a high professional ideal?" Among other things he said:

"If I were asked what is the greatest need of our profession to-day I should name two things, buoyancy of spirits and fine manners. Somehow or other, tho living in the atmosphere of sprightly youth, the teacher has acquired a specific gravity out of all proportion to his importance or weight of character. This may be due to the dulling effect of unvarying decorum or the exemplary habit long confirmed. I do not dare to recommend levity. I only venture to say buoyancy, the opposite of studied seriousness. By fine manners I mean nothing but joyful recognition of the worth and rights of others, willingness to please and be pleased."

Observance of Decoration Day.

ALBANY, N. Y.—Regarding the proper celebration of Memorial day State Supt. Skinner has sent out to the school officials of this state a letter in which he suggests that the school-house flags on that day be displayed at half-mast in commemoration of the soldier dead. The approaching holiday will, he believes, come to the American people with new significance on account of the sacrifices made by American soldiers and sailors during the past year. It will prove an object lesson in patriotism, will impress children with the value of sacrifice for the country's sake, and will teach them a proper appreciation of the responsibilities of citizenship.

Education in Connecticut.

HARTFORD, CONN.—The report of the state board, written by Secretary Hine, is good reading. It records large advances and it points out shortcomings. Statistically, it may be said that there are 1600 public schools among the 168 townships of the state. Three normal schools are occupied in training teachers, and of the teachers to-day about 1400 have attended such schools.

An element of school and village life that has been recently introduced is the free school library. If a town or district will give \$200 for founding such a library, the state will match the sum; and if the town will give \$100 a year to add to the library the state will do the same. Under this plan already forty-six libraries have been established in parts of the state where books are scarce.

The report of the board proper, in distinction from that of the secretary treats, especially of high schools. It contends that these schools find their pupils on the principle of the survival of the fittest, and that the talk of the diminution in the number of those who attend them in comparison with the lower schools should not count against them. Reference is made to the excessive time given in the high schools to Latin and Greek, and the universities are held accountable. More time for English is demanded.

Odd Methods.

DETROIT, MICH.—Considerable dissatisfaction has been expressed by teachers with the methods pursued by the friends of the School Board Bill now pending. The teachers are divided in opinion about the bill, but they are unanimous in objecting to the circulation of petitions during church services. In a prominent church blanks have been put into all the pews with request that the occupants sign them if they want to save the educational system of the city. It would appear that the case calls for no such interference.

Threaten to Strike.

CAMDEN, N. J.—A strike among the teachers of the newly annexed district, formerly the town of Stockton, is said to be imminent. The trouble is that Peter Greenwald, former treasurer of Stockton, is holding back funds of the old township while the city of Camden refuses to pay for services rendered before the district was annexed. In despair of getting justice in any other way, the teachers are seriously considering the pros and cons of striking.

The Eastern League of Connecticut.

NORWICH, CONN.—About five hundred people attended the annual meeting of the Eastern Connecticut Teachers' association. Myron C. Scudder, of New Haven, was heard upon the topic of "Composition, how much and what?" He pleaded for harder and more serious work on the part of pupils as the

sine qua non of progress in literary art. Even a tolerable style can be acquired only thru strenuous effort.

Training School for High School Teachers.

ANN ARBOR, MICH.—Some of the educational people of the University of Michigan are considering the establishment of a department looking toward the training of high school teachers. There is abundant field in the northwest for one such school. The only trouble is that there does not appear to be room at present for two, and President Harper of Chicago is said to entertain the same idea as the Michigan people. The latter are waiting to see what Chicago will do before making a start.

The Educated Indian.

WASHINGTON, D. C.—The report of Estelle Reel, superintendent of Indian schools, is very good reading. Two points made by it deserve a word of comment.

One is that all the teachers among the Indians agree that the only solution of the problem of Indian education lies in the direction of industrial training. The studies that will enable the Indian lad to earn an honest dollar by manual labor are the studies he needs. Into the world in which literary culture counts he will not be cast; he is for generations destined to turn to stock raising, farming and similar pursuits. He has artistic capacity of no slight merit, and that must be enlarged.

The other conclusion of special interest is that the Indian boy must not be allowed to go back to reservation life among his own people. The downward pull of the tribe is far greater than the upward pull of the individual. The Indian students must be encouraged in every way to go into the world of labor and compete there on equal terms with white man.

Brief Notes of Real Interest.

ALBANY, N. Y.—Eighty-one positions have been filled during the past year from the New York state library staff and library school, forty of these positions being in this state, the remainder in other states and countries.

ANN ARBOR, MICH.—Pres. Angell, of the University of Michigan, has offered to furnish the government with a number of well educated gentlemanly fellows who will pay their own expenses abroad for several years if they are assured of places in the consular service afterward.

NEW ROCHELLE, N. Y.—At the regular meeting of the school committee on May 9 Mr. I. E. Young was unanimously elected superintendent of the city schools. Mr. Young held the corresponding position while New Rochelle was only a town; this is his first appearance as a city superintendent.

The department of public instruction of Iowa issued a Memorial Day program for the use of the teachers of the state. It contained an announcement regarding the day from State Supt. Barrett, together with ample materials for use in school celebrations.

BUFFALO, N. Y.—The Buffalo Public Library is doing a good work in connection with the schools. Collections have been placed in each of the grades of ten of the schools where the principals were distinctly in favor of the experiment. About forty books have been loaned to each grade. These are kept in the class-room, the teacher serving as librarian. The books are used for reference and for school-room circulation, and they may also be taken home by children who have registered in the Buffalo Public Library. The average circulation for the ten schools is 7,000 books per month.

A special effort to interest teachers and pupils in the books given thus has been made by furnishing them with mounted pictures. These are used principally in geography and history classes, as well as for decorative purposes. The library has sent out over 4,000 of these pictures.

LONDON, ENG.—Dr. Gardiner, who has just resigned the position of lecturer on history at Toynbee Hall, after filling it for over twenty years, has been presented with a testimonial by his former students. The ceremony was made the occasion of an enthusiastic demonstration. The bishop of London said, in his speech, that he thought England did not generally know what a great man Dr. Gardiner was; but that discovery would some day be made. The life of the simple, whole-hearted student, who devoted himself absolutely to his work, asking for no popularity, and requiring no recognition, was a life often for a time overlooked, but in the long run it shone out brightly in the annals of mankind.

Among the changes in principals of high schools to be made this summer are the following: Principal Barringer, of Chester union school, will become principal of Walton high school; Principal Dickinson, of Oakwood seminary at Union Springs, will be succeeded by Principal Arthur Jones of Kansas; Principal Styles, of Goshen, will succeed Principal Dumond at North Tarrytown; Dudley Wilcox, who will be graduated from Amherst in June, has been appointed principal of the Canaseraga high school.

New York City.

There is general satisfaction among the teachers of Manhattan and the Bronx. The new salary schedule, which has been adopted by the borough board of education, is about what they have wanted. The question of increased salaries has been settled in the best possible way. Credit for the passage of the schedule is due more than to any other member to Commissioner Miles M. O'Brien. Inasmuch as the new program goes into effect on June 1 many teachers will come in for an unexpected increase during the present school year.

The general provisions of the law are as follows:

First.—All advances in salary shall be based on merit, grade of class taught, and length of service.

Second.—There shall be five schedules of salaries: (a) For women teaching classes of the first year and of the last two and a half years of the course; (b) for women teaching classes of all the other years of the course; (c) for men teachers; (d) for women principals; (e) for men principals.

Third.—For teachers, the question of merit shall be determined from the reports of the principals of the schools and of the associate superintendents. For principals, the question of merit shall be determined from the reports of the associate superintendents.

Fourth.—After service during the periods indicated in the subjoined schedules, each teacher shall be eligible for advancement to a higher salary.

No salary of any principal or teacher shall be advanced under these schedules except with the approval of the board of superintendents; but any principal or teacher not advanced shall have the right of appeal to the school board. For all purposes affecting the increase of salaries of the teachers in any school, the principal of such school shall have a seat in the borough board of superintendents and a vote on all increases of salaries.

	—Women—		Men.
	1st and Last 2½ Years of the Course.	All Other Classes of the Course.	
1st, 2d, and 3d years	\$600	\$600	\$500
4th, 5th, and 6th years	720	720	1,080
7th and 8th years	828	828	1,200
9th year	828	828	1,500
10th year	1,056	936	1,500
11th year	1,056	936	1,800
12th year	1,188	1,056	1,800
13th year	1,188	1,056	2,160
14th year	1,320	1,188	2,160
15th year	1,320	1,188	2,160
16th and following years	1,380	1,320	2,160
1st assistant	1,476	1,404	

	Women Principals.	Men Principals.
1st year	\$1,500	\$2,500
2d year	1,750	2,750
3d year	2,000	3,000
4th year	2,250	3,250
5th year	2,500	3,500
6th year	2,500	3,500
7th year	2,500	3,500
8th year	2,500	3,500
9th and following years	2,750	3,750

Substitute teachers shall be paid at the rate of \$2 per day for service actually rendered; substitute teachers who have had at least one year's experience shall be paid at the rate of \$3 per day for service actually rendered. This applies also to teachers of experience outside of Manhattan and the Bronx.

The salaries of assistant supervisors of music and special teachers shall be as follows:

Assistant supervisors of music and special teachers of manual training, modern languages, cooking, and phonography, shall be paid at the rate of \$1,000 per annum for the first two years of service, and at the rate of \$1,200 per annum thereafter.

Special teachers of sewing shall be paid at the rate of \$800 per annum for the first two years of service, and at the rate of \$1,000 per annum thereafter.

The question of merit shall be determined from the reports of the associate superintendents, the principals of schools, and the supervisor of the special subjects, but no salary of an assistant supervisor of music, or of a special teacher, shall be increased except with the approval of the borough board of superintendents.

No special teacher employed by the hour shall receive more than \$2 per hour for the time actually employed in instruction; and hereafter no special teacher, other than those now employed by the hour, shall be so employed except on the recommendation of the board of superintendents showing where the necessity exists for such employment.

Needs of Porto Rico.

At a meeting of the Colonial Aid Society, held May 22 at the Waldorf, Gen. and Mrs. Guy V. Henry gave an informal account of the educational work in Porto Rico. Gen. Henry stated that as Porto Rico was the only one of our new possessions which had given us no trouble, coming to us willingly and accepting any favors with deep gratitude, it was all the more incumbent upon us to give the island a good start. As only fourteen per cent. of the population can read and write, the magnitude of the educational problem can hardly be overestimated. The system of schools, on paper, is good; in practice very poor. There are no regular school-houses, the pupils being taught at the houses of the teachers. The instructors are very poorly paid. At Ponce is a school in which about 300

children are being taught by American women. This is only a drop in the bucket. There are nearly a million people on the island, who need schools supported by American money. Whatever funds are raised by taxation on the island are imperatively needed for roads, bridges, and other improvements.

Discussion of Discipline.

The last meeting of the New York Educational Council for the school year proved to be lively and interesting. Pres. I. E. Young, of New Rochelle, was in the chair. The meeting began with a talk on the "Aims of School Discipline," by Supt. W. O. Robinson, of Rahway, N. J. Mr. Robinson made considerable of the deceptiveness of appearance. Often you go into a school where the order is outwardly excellent. Every child sits straight. There is no whispering. Yet let the teacher leave the room for a few minutes and watch the hubbub. The discipline in such a school-room cannot be said to be good. The spirit of it is wrong.

It is the spirit that profiteth. The immediate aim of school discipline should be, in Col. Parker's phrase, that kind of order which is most economical of educational effort. The ulterior aim should be the freedom of the child. Discipline from without is better than no discipline. Even corporal punishment is sometimes necessary as a last resort. The schools of New Jersey are no better for the statute forbidding any form of corporal punishment, yet the right, the ideal discipline is always one that works from within. The child does right because he wants to do right. And most children want to do right.

Prin. O. L. Burdick, who was to have talked on the "Motive in School Discipline," was compelled to be absent. The discussion was continued by Prin. R. A. MacDonald, of Irvington, who chose for his subject, "Means of Discipline." The points he looked for in a teacher were (1) tact, (2) brevity of speech, (3) self-control. The last generally includes the other two. The teacher who loses self-control in presence of a class runs the risk of losing both self-respect and the respect of the class. Generally the teacher who is master of himself will be a good disciplinarian.

It does sometimes happen, however, that a person who has himself fairly well in hand will be wanting in tact. Tact comes more natural to some people than to others but anyone can acquire it. The good teacher will learn to avoid stirring up the antagonism of the class.

Good points to notice are that punishment should never be used except as a last resort, and then never to gratify the outraged feelings of the teachers. Noisy discipline is rarely good discipline. Power works quietly. The personal element should be eliminated in correction and in chastising a present fault; it is always better not to refer to previous offences. A teacher should never use to a child language which he would not dare to employ toward an adult. It is not uncommon to hear a teacher use sarcasm in class which, if addressed by a man to a man would call for blows. Above all the good spirit of the class must be cultivated. Nothing is so important as the class spirit.

The points made in the addresses were discussed by various members, among others by Pres. I. E. Young, of New Rochelle, Mr. D. A. Preston, of Brooklyn, Mr. J. Irving Gorton, of Sing Sing, and Mr. J. M. Grimes, of Mt. Vernon, the secretary of the association. Upon the motion of Mr. Preston it was voted to make the first meeting of the next year a debate. As Mr. Preston expressed it, even so decorous an assembly as the Council needs to have a little fun.

Announcements of Meetings.

June 26-28, '99.—New York State University Convocation at Albany. Secretary, Melvil Dewey, Albany.

July 5-7, '99.—New York State Teachers' Association, at Utica. Secretary, Benjamin Veit, 173 East 95th street, New York city.

July.—American Institute of Instruction, at Bar Harbor. Pres., Supt. O. B. Bruce, Lynn, Mass.

July 9-11.—National Council of Education, at Los Angeles, Cal., Pres. Taylor, state normal school, Emporia, Kansas, president. Miss Bettie A. Dutton, Cleveland, O., Secretary.

July 11-15.—National Educational Association, Los Angeles, Cal. Pres., Dr. E. Oram Lyte, Millersville, Pa., Sec'y, Irwin Shepard, Winona, Minn.

Aug. 19, '99.—American Association for the Advancement of Science, at Columbus, O. Secretary, L. O. Howard, Cosmos club, Washington, D. C.

Aug. 19.—Geological Society of America, at New York. Sec'y H. L. Fairchild, University of Rochester, Rochester, N. Y.

June 30-July 1.—American Manual Training Association, at Teachers' college, New York city. Pres. Charles R. Richards; Sec'y William E. Roberts, 190 Euclid Ave., Cleveland, Ohio.

American Manual Training Association.

The next meeting of the American Manual Training Association will be held at Teachers college on June 30 and July 1. The officers are: Charles R. Richards, president, Brooklyn, N. Y.; H. G. Bryant, vice-president, Newport, R. I.; William E. Roberts, sec'y and treas., 190 Euclid Ave., Cleveland O.

Notes on New Books.

At last the colleges fixed on certain *Requirements in English* for 1900, 1901, 1902, and these have been published in a handsome volume. They consist of Macaulay's Essay on Milton, on Addison; Macbeth; Burke's address on Conciliation, all with suitable notes. We cannot commend this volume too highly even for those not preparing for college. It will be of immense aid to the teacher, for in all of these four books, bound together, the thought is so compact that research is needed. (Houghton, Mifflin & Company.)

It is seldom that a poet enters so completely into the spirit of a nation other than his own whose feelings and aspirations he has attempted to depict as Macaulay has done in his *Lays* of ancient Rome. One can get a better idea of what the Roman people really were than from the pages of sober history, even tho many of the events recorded in the *Lays* are legendary. A well edited edition of these famous poems has been prepared for the use of schools by Moses Grant Daniel. Notes are given sufficient to enable the reader to gain a clear appreciation of the circumstances and situations as they might appear to a Roman, but a certain amount of knowledge on the part of the pupil is taken for granted. The frontispiece is a portrait of Macaulay. (Ginn & Company, Boston.)

One cannot read the history of Spain without feelings of admiration mingled with those of disgust and indignation. The compound of many races—Iberians, Celts, Carthaginians, Greeks, Romans, Goths, and Moors—the Spaniards are an intellectual race with a strain of fanaticism and bigotry that has made their history a record of intrigue, cruelty, and persecution unexampled in any other country. Frederick A. Ober has told the history of *Spain* very succinctly and interestingly in his "History for Young Readers." He goes back to the earliest known events—to the Phoenicians, Carthaginians, and Romans when Spain was made a battleground by Hannibal, Scipio, Caesar, and other great fighters.

Next he recounts the story of the Vandals and the Gothic kingdom they established and of the Moors—the period of romance and chivalry; then the consolidation of Spain under Ferdinand and Isabella and the foundation of the infamous Inquisition by Isabella, thru which thousands of the best citizens in the kingdom were sent to the stake and the rack because of difference of opinion; the cruel driving out of the Jews; the trampling on rights of the Netherlands by Philip II. and the bloodthirsty Alva, and the glorious period of discovery and conquest, which was marred by extreme cruelty, and the breaking up of the colonial empire, on account of oppression and corruption of those who represented the mother land. The story ends with Cuba's fight for freedom and the driving of the Spaniards from the Western hemisphere in disgrace. (D. Appleton & Company, New York. 60 cents.)

For the student who wishes to have at hand a brief dictionary of painters and their works, *The World's Painters and Their Pictures* is very practical and useful. Deristhe L. Hoyt, the author, gives in connection with the work itself a full bibliography for the help of anyone desiring to make further study of the subject. The book is finely illustrated, is well printed and well bound. The divisions taken up are ancient Italian, French, Spanish, Flemish, Dutch, German, English, and American painting. (Ginn & Company, Boston.)

In former days the pupil in geography finished his course with a mind crammed with definitions and map forms, but with very little knowledge of this wonderful world and its people. Now teachers of geography are giving their pupils real knowledge of the subject and they are doing it thru such excellent volumes as *Around the World Geographical Series*, by Stella W. Carroll and Harriet L. Jerome, edited by Supt. Carroll, of Worcester, Mass. This series will consist of four carefully graded books. The second book, which we have in hand, is for the third and fourth grades. It is devoted to a description of the natural features, people, houses, customs, products, etc., of Alaska, Mexico, Norway, Sweden, Cuba, Porto Rico, Philippines, and Hawaii. The book is written in attractive style and the narrative is interspersed with appropriate selections of poetry. It contains about two hundred and twenty illustrations showing every feature of life in the countries treated. (The Morse Company, New York and Boston.)

An essay on *The Universe, or the Secret of the Sun and Stars* was read by Henry Raymond Rogers, M. D., of Dunkirk, N. Y., before the Chautauqua Society of History and Natural Sciences, Aug. 28, 1898. This essay, which has been issued in neat book form, treats the philosophy of the physical universe in an able and comprehensive way. The frontispiece is a portrait of the author. (The Cuvier Company, Buffalo.)

A small pamphlet containing a discussion of *The International Day and Date Line* has been prepared by Dr. A. P. Marble, associate superintendent of schools, New York city. It is illustrated by a *Diumometer* by the aid of which the differing time of places on various parts of the globe can be determined at a glance. The pamphlet and device are both published by the author.

Alexander Kerr, professor of Greek at the University of Wisconsin has prepared an edition of the *Bacchae* of Euripides that will be found of great service to students of Greek. On one page is the Greek text and on the opposite the translation in English verse. The book is printed in large clear type and it is substantially bound in cloth. (Ginn & Company, Boston.)

The Isaac Pitman system of shorthand is so simple and methodically presented in the works of its author that it has gained a great hold on the public. Students of the system will find *Pitman's Shorthand Reading Lessons* a great help in acquiring facility in deciphering writing—the most difficult thing in learning phonography. Another useful book is *Business Correspondence in Shorthand*, in the reporting style of the system. The whole of the letters are actual business communications, and the larger portion of the correspondence relates to classes of business not dealt with in any similar collection. Dickens' *The Battle of Life* in the corresponding style makes another volume. The reading of these books enables the student to fix the word forms definitely in his mind, a thing that he must do if he is to have the highest success as a stenographer. (Sir Isaac Pitman & Sons, New York.)

A poem entitled *Hosanna and Huzzah* by Grace Duffie Boylan appears in the form of a little booklet. The decorations in red line are by Blanche McManus, and the whole forms a dainty little book, appropriate for either a gift or a keepsake. (E. R. Herrick & Company, New York. Price, in paper 25 cents cloth, 50 cents.)

The French Revolution and the English Poets is a study in historical criticism, by Albert Elmer Hancock, instructor at Haverford college. The book is the revision of a study made at

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D. C. HEATH & COMPANY : : : Publishers, Boston, New York, Chicago.

Harvard and presented as a thesis for a doctor's degree. It is of value to all who are making a careful study of either or both the subjects treated. (Henry Holt & Company, New York.)

As a means of getting children acquainted with nature and of feeling sympathy for the animal creation the reading of *Sir Bevis*, a tale of the woods, will be most effective. The story has been adapted from the "Wood Magic" of Richard Jeffries, a naturalist of note, by Eliza Josephine Kelley. The book is published in the Home and School library. (Ginn & Company, Boston.)

Corn Plants: Their Uses and Ways of Life is a beautifully written and illustrated book by a well-known student of botany, Frederick Leroy Sargent. It aims to present attractively to young people trustworthy information regarding a few of the most important plants in the world. The book will also be of value to older readers who seek an elementary knowledge of the subject, and do not object to be addressed on such matters in language freed from unnecessary technicalities. The book is not intended as a text-book, but rather as affording profitable reading supplementary to text-books, or as giving material for teachers' talks. The main purpose is to enliven the study of plants by showing some of their most intimate relations with our daily lives. (Houghton, Mifflin & Company, Boston and New York. 75 cents.)

Our Feathered Friends, by Elizabeth and Joseph Grinnell, is a book of birds and bird stories. It was evidently intended for use as a supplementary reader or as material for bird lessons with young children say of the grades III. to V. It is well written, is evidently the result of personal observation, and is interesting to teachers and children alike. Several of the illustrations are beautiful photographic reproductions of photographs from life. (D. C. Heath & Company.)

Two widely known educators, H. H. Belfield, Ph. D., director of the Chicago manual training school, and Sarah C. Brooks, supervisor of primary grades, St. Paul, Minn., are the authors of the *Rational Elementary Arithmetic*. They have sought to arrange the work in this book for the elementary grades in accordance with the child's mental development instead of the logic of the subject itself. The law of opposites and contrasts has been recognized in the use of color in the lines and squares in the early part of the book; this will help in comparison. The authors recognize that the first operations must be based on the concrete, and hence colored lines and squares and various schemes for graphic illustration and for number combinations are used.

In this book the early presentation of number is made by the use of the quantitative, and therefore definite, unit, as against the qualitative unit, or individual. That is, the use of lines, of inch, cent, pint, pound, is not like the use of toothpicks, a mere assembling of individual things, but a measuring of quantity; and number is essentially a development of quantity. Moreover the problems from beginning to end deal with realities, and appeal so far as possible to the child's environment or experience. This gives the work an interest for the child which it would not otherwise have. (Scott, Foresman & Company, Chicago. 45 cents.)

Gilbert and Sullivan's *Practical Lessons in Algebra* are not, as one might suppose, the libretto of a new comic opera, but are a carefully graded series of practical lessons in algebra—the outgrowth of the experience of two well-known teachers of the Albany high school. The book is published by the H. P. Smith Company, New York.

Marriages of the Deaf in America, by Dr. Edward Allen Fay, is a record carefully worked out and arranged of the results of inquiries made on this subject. More than half of the 500 pages are devoted to tabular statements of marriages where either husband or wife, or both, were deaf. A valuable bibliography, including European as well as American publications, is appended. The book as a whole is very valuable as a reference work and is interesting as reading matter to all who wish to make a special study of this subject. (Published by the Volta Bureau, Washington, D. C.)

Pitman's Practical German Grammar by F. Hundel, a booklet of one hundred pages, presents the outlines of German grammar, together with conversational drills and a complete set of phonetic transcriptions. The work is well arranged and the chapters on the strong verb deserve special commendation. (Isaac Pitman & Sons.)

Those who like pithy sayings will find a rich mine of them in *Pointed Paragraphs*, by J. G. Burr. Many of the epigrams are quite equal to those of the ancients. The author sums up modern conditions when he says: "Some people pray for their

neighbors, others prey upon them." He says a pretty good thing in "True happiness comes only to him who is able to get along without it." This also is eternally true: "The industrious man usually has time to spare. It is the man who does know how to use time that is always in a hurry." (Charles H. Kerr & Company, Chicago.)

The *Four American Naval Heroes* are Paul Jones, Perry, Farragut, and Dewey. Their stories are told in a lively, entertaining fashion, with plenty of personal gossip and anecdote. There is a foreword to the story of Dewey in which the causes of the late unpleasantness are set forth. Mabel Borton Beebe is the author. (Werner School Book Company, Chicago.)

In these days when patriotism burns so intense in every breast, there is call for new and old patriotic songs. The want has been anticipated in the book of *Patriotic Songs for School and Home* selected by John Carroll Randolph. The songs are arranged under the following heads: Our Country, Our Flag, Our Navy, Our Heroes, Our Homes, Hymns of Patriotism, National Days and Miscellaneous. Most of them are four-part songs, a few solos with chorus being included. Among them one finds all one's old friends along this line with many that are new. It is a very valuable collection for the school-room. (Oliver Ditson Company, Boston.)

Confirmatin: or, Are You Ready to Serve Christ? is a little book originally compiled by the Most Rev. Ashton Oxenden, D. D., late bishop of Montreal, and carefully revised, with additions and adaptations for the use of the American church. It is a most convenient and desirable little book for the purpose for which it is designed. (E. R. Herrick & Company, New York.)

Peggy of the Bartons, by B. M. Crocker, is an interesting story giving a pretty picture of rural England. The heroine, Peggy is as charming a lass as ever described in a story, and so think the two young army officers who meet her during sojourn at the "Dog and Crook," where their business is fishing and love-making. The story has many pleasant features and ends as happily as the reader could wish. (R. F. Fenno & Company, New York.)

The Vicious Virtuoso, by Louis Lombard has for its scene southern France and Cairo. The principal character Eugene Duprez is a very talented Frenchman but as unprincipled as talented, a sort of Franch Don Juan. The love of a young Arab girl for him leads to a tragic end of the story. (F. Tennyson Neely, New York.)

Fighting in Cuban Waters, by Edward Stratemeyer, is the third volume of the "Old Glory Series," altho it is a complete story in itself. It relates the adventures of Walter Russell who sails on the Brooklyn to Santiago where he has a share in the "bottling up" of the Spanish fleet. The historical portions have been gleaned from the best available sources, including the reports of Admiral Sampson, Commodore Schley and a number of captains who took part in the contest. The book is well printed and bound, and contains several full-page illustrations. (Lee & Shepard, Boston.)

The Four Track Series.

The publications of the New York Central and Hudson River Railroad have become so numerous that a bibliography of them has become a necessity. Such a bibliography is furnished by the new booklet *The Four Track Series* which describes and classifies the various books of travel issued by the company. As a compendium of railway knowledge it is certainly one of the most valuable things of its kind ever issued. It gives information regarding any of the hundreds of great resorts reached by the New York Central.

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Literary Notes.

Dr. W. E. Griffis, whose book on *America in the East* is published by A. S. Barnes & Company, is one of the best living authorities on Oriental questions. In 1870, he was one of the first—perhaps the first—of Americans to live in the interior of Japan beyond the treaty ports and at a Daimio's capital. He saw the hoary feudal system in full operation and then witnessed its fall. After four years' life in Japan spent in educational work among all kinds of people from Mikado to coolie, he returned to America. His studies and his interest in the Eastern peoples he has kept up ever since.

The first edition of *The Short Line War*, by Merwin Webster, was exhausted within three days of its publication. The Macmillan Company are now issuing a second edition.

The first woman in this country to receive a college diploma was Miss C. E. Brewer, of Macon, Ga., now Mrs. Benson. The diploma was conferred by the Georgia Female college, the first female educational institution in the United States to glory in the name of college. It was chartered by the Georgia legislature in 1836, and in 1844 changed its name to the Wesleyan Female college, under which title it has flourished ever since. Year after year it has sent out its classes of bachelors of arts, coming up to fifty-eight in one year, and with no break even during the Civil war, while it has bestowed its advantages on hundreds of women who could not complete its full course.

When the college opened six young women entered "half advanced" and completed their course, and were duly graduated July 16, 1840. The alphabetical list of the graduates began with Miss C. E. Brewer, and into her hand was put the first diploma for college work ever given to a woman in this or any other country. It stated that the recipient "had completed the regular courses of study of the college, embracing all the sciences usually taught in the colleges of the United States, with such as especially belong to female education in its most ample range." The studies of the senior class were Latin, French, or Greek, astronomy, physical geography, geology, physiology, mental philosophy, moral philosophy, analysis of English

classics and composition, and evidences of Christianity. Mrs. Benson is still living, and when the college celebrated its semi-centennial she gave her diploma back to her alma mater, and it now hangs framed on its walls.—*Harper's Bazar*.

Luigi Luccheni, the anarchist assassin of the late Austrian empress, is the subject of a most instructive and interesting psychological study by Prof. Cesare Lombroso, which will appear in Appletons' *Popular Science Monthly* for June. The curious antecedents and early history of this man very plainly show the mental disease which Professor Lombroso believes to be at the bottom of all anarchism and its allies.

Your Head and What is In It is a title which certainly ought to sell the series of phrenological books published by Mrs. May E. Vaught, 317 Inter-Ocean building, Chicago.

The "Age of Niagara Falls," a topic which has given rise to so much study and speculation among geologists the world over, is the subject of an article by G. Frederick Wright, which will appear in Appletons' *Popular Science Monthly* for June. Dr. Wright, while working last summer in the gorge below the falls, came upon new evidence which seems to still further confirm the view that they are of much more recent origin than has been generally supposed.

What Women Can Earn is the title of a book which the F. A. Stokes Company will issue shortly. It covers all the leading occupations open to women. Among those contributing to the volume are Miss Grace H. Dodge, Mrs. Mary J. Lincoln, Miss Mary E. Wilkins, Mrs. Margaret E. Sangster, Mrs. A. M. Palmer, Mrs. Candace Wheeler, Pres. Thomas Hunter, and Major J. B. Pond.

Prof. A. C. McLaughlin, of the University of Chicago, is the author of *A History of the American Nation*, which will be published shortly by D. Appleton & Company.

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If not, something must be wrong with its food. If the mother's milk doesn't nourish it, she needs SCOTT'S EMULSION. It supplies the elements of fat required for the baby. If baby is not nourished by its artificial food, then it requires

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The main outlines include the struggle of the nations of western Europe for possession of the New World; the foundation and growth of English colonies; the development of political ideas; the difficulties and disorders of the Confederate period; the adoption of the Constitution of the United States; the effort to maintain national independence; and the subsequent struggles and events that finally brought all sections of the nation into a bond of perpetual union. These events have been so narrated that the reader will come to an appreciation of his political surroundings and of the political duties that devolve upon him. For this reason especial attention has been paid to political facts, to the rise of parties, to the issues involved in elections, to the development of governmental machinery, and, in general, to questions of government and administration.

G. P. Putnam's Sons publish a volume entitled *Vassar Studies*, by Julia A. Schwartz, A. M. ('96). Miss Schwartz's collection of studies has been planned to reproduce, by means of emphasizing in each paper a characteristic element or quality of student life, a faithful impression of the spirit and the personality of modern Vassar. The author states her aim thus: "To embody in literary form for the alumnae, memories, and impressions of their college days, and to present before the public a truthful picture of the life in such a community." She has treated of character rather than incident; yet her stories are not lacking in action nor in the picturesque background of college pastime as well as that of college work.

Interesting Notes.

Cubans Who Need Help.

Altho the war in Cuba is over, the sad effects of the war remain. It is estimated that there are at least 150,000 hungry and ragged orphans on the island to-day. Much want exists in families where one would least expect to find it. These people are too proud to beg for food, but they are not too proud to do any kind of honest work. The greatest need of Cuba just now is for assistance in obtaining work-oxen, farming-tools, and seed, and Governor-General Brooke has announced that our government can not undertake to furnish these. The help must come from unofficial sources, and the Cuban Industrial Relief Fund has been organized for the express purpose of giving this sort of aid. Its plan of work which has been approved by General Brooke, is (1) to establish relief farms under capable American farmers; (2) to advance as loans to small landowners oxen, farm implements, and food-supplies; and (3) to find homes for the Cuban orphans in good Cuban families.

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Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,711,997 79

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With the general change of time, taking effect Sunday, May 21, the Pennsylvania Railroad will make some important improvements in its service to and from New York. The most notable changes will be in the ferry service between New York and Jersey City. A new quadruple-propeller, double-decker ferry-boat—the "Philadelphia"—has been added to the fleet hitherto performing the service to and from the West Twenty-third Street Station. This new boat is the stanchest and swiftest ferry-boat afloat in New York harbor. Complete as the "St. Louis," "Pittsburg," and "New Brunswick" are, they are scarcely comparable to this latest creation of the American shipbuilder.

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The Pennsylvania Railroad has recently placed in service on its principal thru trains between New York, Philadelphia, Washington, and Pittsburg a number of new passenger coaches and combined cars, with the latest improved pattern of wide platform and vestibule. These vestibules are the entire width of the cars, and are inclosed by glass windows and doors. They form excellent observation nooks, besides rendering passage from car to car easy and perfectly safe and comfortable.

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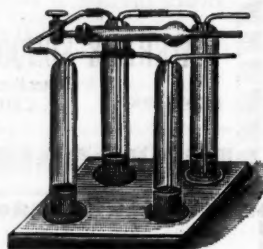
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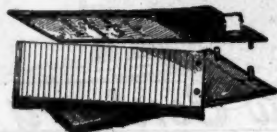
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